DOCUMENT RESUME

ED 168 928 SO 011 586

AUTHOR	Weatherford, Robert, Ed.
TITLE	A Report to the Council of Chief State School Officers. Proceedings of the Pinehurst Conference on Global Perspectives in Education for Chief State School Officers (Pinehurst, North Carolina, April 4-6, 1977).
INSTITUTION	Council of Chief State School Officers, Washington, D.C.
SPONS AGENCY	National Endowment for the Humanities (NFAH), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
PUB DATE	Apr 77
CONTRACT	300-17-0061; ES-27018-77-3
NOTE	101p.; Not available in hardcopy from EDRS due to small print type of original document
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Changing Attitudes; Concept Formation; Cultural Pluralism; *Educational Needs; *Educational Objectives; Elementary Secondary Education; Futures (of Society); *Global Approach; Human Dignity; Instructional Improvement; *Productive Thinking; Social Change; Teaching Methods; *Values; World Problems

ABSTRACT

The Pinehurst Conference on Global Perspectives provided an opportunity to clarify many of the issues, objectives, and problems in global education programs in schools. The 34 conference participants included educators, federal government educational personnel, state departments of education representatives, and delegates from global and international education organizations. Among the issues discussed were objectives of education, role of global education in meeting educational objectives, relationship of global perspectives to domestic and international society, teaching and curriculum resources, community global study groups, contributions of foreign language and area studies to global perspectives, international educational exchange programs, global interdependence, and world problems. Conference speakers generally stressed that global interdependence should be included in the curriculum and that educators will be more effective in developing and implementing global education programs if they are committed to a global perspective. (DB)

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A Report to the Council of Chief State School Officers

Proceedings of the Pinehurst Conference on Global Perspectives in Education for Chief State School Officers

Pinehurst, North Carolina April 4 - 6, 1977

Edited by Robert Weatherford
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SP 011586

Thanks and Credits

The editor wishes particularly to thank Dr. Ewald Nyquist, Chancellor of Education from New York and Ward Morehouse of his staff for their central role in initiating the idea for the Pinehurst Conference and obtaining funding for it. Dr. Nyquist was Chairman of the International Education Committee of CCSSO during the initial planning stages. He and the other members of the committee provided invaluable support. Dr. Fred Burke, Commissioner of Education in New Jersey, then became Chairman of the International Education Committee and continued the momentum begun by Dr. Nyquist and added some excellent ideas of his own on how the conference should be developed. Dr. Craig Phillips, Superintendent of Public Instruction for North Carolina, was not only an excellent host for the conference, but offered excellent ideas on speakers, the structure of the conference, etc. Dr. Byron Hansford, Executive Secretary of CCSSO, offered advice and support that were extremely timely and essential.

Without the funding and excellent suggestions about the speakers and format of the conference from Dr. Robert Leestma and Mr. Edward Meader from USOE, Mr. William Russell from NEH, Dr. Robert Gilmore from The Mertz-Gilmore Foundation and Mr. William Breese from The Longview Foundation, there would have been no Pinehurst Conference.

The presenters at Pinehurst not only contributed excellently in that regard, but also offered much appreciated advice about other speakers and on the conference format.

The Pinehurst Conference on Global Perspectives was supported by a Contract (300-17-0061) with the USOE (Department of HEW) and also by a grant from NEH (ES-27018-77-3). Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official USOE or NEH positions or policies.

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FRED BURKE: Asiatics are portrayed in a fairly recent geography book as "indolent, effeminate and servile." The obvious lesson to be drawn, apparently, is that Americans are industrious, manly, and free. Another textbook from the same period says about the people of New England, "they are frank, bold and enterprising." An interesting thing about these books is not only evidence of racial and ethnic prejudice but implied sexual prejudice, as well e.g. "servile and effeminate." We are in large part what we are taught to be, and as we are discovering it's very difficult to mend our ways.

Asiatics, Europeans, and South Americans, though treated generally with disdain in our chauvinistic educational materials, are nonetheless always regarded as members of "the family," albeit somewhat degenerate cousins. As for Africans, however, an early textbook teaches that "human nature is nowhere exhibited in a more rude and disgusting attire." "Negroes are not as destitute of education as they are of intelligence."

Now what I have tried to do in these opening remarks is to emphasize the relationship of international ignorance to racial, ethnic, and cultural prejudice, because I believe firmly that we often overlook--or at least we don't effectively emphasize, the impact of intercultural knowledge and understanding on domestic harmony. A major problem faced by those of us who try to integrate international and intercultural materials and concepts into our curriculum has been our inability to precisely demonstrate where and why it fits into the scheme of things. Few of us would argue that intercultural motives are not important or do not contribute to an understanding of the nature of man, humanity, and civilization, but we don't know well how to integrate, how to relate, how to put it all in place. A lack of purpose, or at least our inability to define purpose with greater precision, has enabled our adversaries to quite easily shunt us aside as fuzzy headed liberals, esoteric idealists or, worse still, sometimes, as potential subversives of the American way. I'm not going to talk at length about the many overlapping purposes of International Education. I'm sure we will hear a great deal on that subject later. You are familiar with international education as concentration on the study of this nation state and the interaction with other nation-states. Then there's the more chauvinistic idea of essentially learning about American foreign policy. There's also the more stagnant approach of landscapes, resources, and statistics. How long is the river? What are the names of the capital cities, etc., followed by the sterility of peoples, dates and battles. More recently, we have seen approaches which seek to convey an ethical and moral purpose. And most recently there has been a growing awareness of the significance of the concept "spaceship-earth," and about the finite nature of our resources, and of the delicate balance between nature and man. All these have contributed to the development of more, and essentially better, materials emphasizing international trends and multi-cultural concepts.

Those of you who arose early enough this morning to look at the local paper will have noted that the leading article of the Charlotte paper dealt with the serious water shortage most of the nation will confront over the next 20 or 30 years--a dilemma probably as serious as that of energy. Serious issue questions of energy and water quality, shortage and distribution cannot be viewed on a solely national basis for they are innately trans-national concepts. Given the obvious life or death interdependency it seems curious to me that we would even have need to convince our associates of the need to integrate global education into our teaching. Good teaching and good materials about contemporary life would do that almost automatically; but they don't, and for some reasons I sought to touch upon today.

Our elementary and secondary system of education are peculiarly parochial. Most of us would agree that in the last analysis the ultimate purpose of education is self-discovery, the evolution of a sense of self-worth and dignity. We say this and I think most of us truly so believe. But how we expect to accomplish the goal of self-discovery and human dignity without a constant and integrated effort to learn about and teach about our own origins, about our interdependence, about our varied belief systems, about the commonality that encompasses distinctiveness, without interjection and involvement of materials and ideas about other peoples and cultures, I do not comprehend. Most of us have had the opportunity to witness the recent TV performance of ROOTS, possibly the single most powerful educational experience to have occurred in the past half century. It's all there! What is the lesson? You can't be somebody unless you proudly come from somebody and can identify with some place. "Who are you?" That question can't be answered satisfactorily anymore without reference to ethnicity. You simply can't ask that question "Who are you?" without reference explained or implied to where one or one's ancestors came from.

For me the ultimate purpose of education is not the basics of reading, writing, and arithmetic, which many who fear the real power of education would seek to reduce it to. To me, education is essentially the acquisition of dignity! I once wrote an essay entitled "Imperative for Dignity" and concluded that man might exist but he couldn't "be" without dignity. I further maintained that the possession of dignity is as critical to "being" as is love, food, sex, or shelter is critical to existing. People without a knowledge of their past, without respect for their origins, without a pride of ancestry are devoid of dignity. Dignity conveys to a person that he or she is one possessed of a positive self-image. A being demonstrates a pride of self, a serenity based on self-assurance, a sense of occupying a special unique place in the universe. To me, that's what education in the final analysis is all about. Our polyglot American people affected by our tumultuous history, compounded by the macho of our infant national mythology, generated romantic ideas of "manifest destiny" to be won in part through the melting pot integration of all of our diverse peoples. This ethic has rendered the acquisition of human dignity in our country and in our time most problematic, and oft times associated the process with conflict and violence.

Every generation in our history has experienced a period of violence as it sought to deal with this question of human dignity. The range of difficulty in effecting the acquisition of that dignity has run the gamut from an assumption of the gospel pre-eminence of anglo-saxon origin, to the more difficult incorporation of the ethnically and linguistically different, still essentially similar Europeans, to the still more uneasy acceptance of racially different, but historically accepted indigenous Americans and Asiatics. The most problematic aspect of the mythical melting pot involves the integration of one of our oldest ethnics--the Afro-American. Except for the Afro-American, every ingredient in this spicy American stew traces its cultural origin to another historic time, and to another universally recognized civilization. For the "Dago" there was always the grandeur of Rome to sustain the battered dignity. For the "Polack" there was the superiority of Tchaikovsky; for the Chinatown "Chink" there was always the wisdom of Confucius, even the "Redskin" has the glory of the Incas. But for the Afro-American, at least until recently, there persisted a powerful denial of dignified human origin. Afro-Americans were deliberately prohibited a knowledge of their heritage and thus were denied human dignity. And it was this denial that inevitably elicited a struggle on the part of the American black to win dignity even if violence was to be the ultimate price. An understanding of this powerful strain in our history as it relates differentially to Africa and to Europe is critical to an education that will ultimately confer a sense of self-dignity on and for all Americans. Judaic-Christian slave traders, those buyers and sellers and shippers of men, women, and children, those owners and dealers in human chattel, if all of these were not to deny the most basic precepts of their religions of necessity had to deny the Afro-Americans the dignity of a common humanity. All that was required to square the circle of a universally humanistic religion with the buying and selling of a people was to deny that the Afro-American people ever possessed or were capable of possessing an indigenous history. All that was required was to repeatedly deny that the Afro-American had a culture; to deny that he had or ever had a civilization and that, therefore, he was, in reality, less than man, not completely human, and could therefore be treated inhumanely but with justice. All this could then be achieved and with great profit and little fear that an angry Christian God would work his vengeance on those who otherwise would be guilty of violating a basic commandment if the irony of human dignity is that it is indivisible. If we teach self-respect, self-reliance, and self-worth, then it must follow that we also have to teach respect for the rights of our fellow man. Thus, the quest for roots is not simply a search for Afro-American origins and thereby for human dignity for black Americans, but rather a common quest for the identity of a neglected people composing the mosaic that is America.

Many purposes contribute to the design of our teaching about Global Perspectives. But if public education persists as a strategy to maintain the integrity and preservation of American society, then it behooves us to employ that process to ensure that human dignity of all peoples is and continues to be respected. I am suggesting that we not overlook the manifold purposes of Global Perspectives in Education, but rather that we understand the basic significance of the underlying concepts and values for what they are, a vital element in the ordinary everyday functioning of our educational system.

We are in the process today of de-homogenizing American society and American education. We are caught up in a powerful, and, I think, a very positive phenomenon of historic proportions that challenges the very idea of the melting pot. Rather than homogenizing our differences, we now are attempting to recognize, seek out, and to

incorporate these differences into a more complete and more honest society. Whether future historians review the transformation of the American melting pot into the American salad bowl is but one more illustration of the American genius, as opposed to a heralding of the demise of our society, depends on how the emerging generations of Americans--those kids now in our schools--come to perceive of their commonality and their differences. Unless we here today are able to lead so as to insure that this new separatist journey to the acquisition of human dignity of the revived concerns with our roots, also convey a sense of common manifest destiny and the unified dignity of an American people, we'll surely encounter the dangerous shoals of neo-chauvinism, neo-racism and neo-ethnicity. There are some evidences of that already occurring. Whether we take the voyage together safely to a richer and more tolerant and dignified land, or whether we drift selfishly and antagonistically in a turbulent sea of conflict, depends in large part on what we educators do over the next two decades.

Maybe more important is what we don't do. What we do or don't do in this area will be significantly affected by what we learn, what we teach each other, what we come to understand and to value here in Pinehurst during the next two or three days. I can't think of a more important and timely gathering than the one occurring here this week. I have focused on but one aspect of this phenomenon--the relationship of Global Perspectives to the vitality and future of a troubled domestic society.

We have outgrown the myth of the melting pot; we no longer preach or practice it. We now talk about the American salad bowl as everyone looks anew or again for their roots. Instead of trying to downplay ethnicity, we now raise it to an important role, and we teach about it in our schools. I think that this trend has potential for enormous good, that is if we are sufficiently sophisticated and sufficiently learned. If we are not, it has within it a possibility for enormous danger and for substantial damage to our society.

What I'm suggesting to you, therefore, is that what occurs in our schools over the next decade or doesn't occur depends in large part on the leadership that we educators provide. The purpose of this meeting is to bring us together--people who have labored long and hard in the vineyard and who know where the ideas and materials necessary to teaching and to helping can be found. I know I can learn a great deal here at Pinehurst, and, hopefully, I will be inspired because of what I hear today and tomorrow to find ways to include more of these ideas and concepts and values into the curriculum of the schools of New Jersey.

FRED BURKE: We are extremely fortunate that Bob Gilmore, who is the President of Global Perspectives in Education could be with us. Bob and I had a chance to sit next to each other at dinner last night. I know he is an extraordinary individual and has a great mind. He is kind, compassionate and handsome because we discovered we had so much in common. He is the President of The New York Friends Group and President of The Mertz-Gilmore Foundation. He is also in the publishing business. He was educated at Miami University of Ohio and went to Yale. He is one of those people who has labored long in the vineyard and can help us find our way. Bob, would you come up here please? I now give you Bob Gilmore.

BOB GILMORE: I feel slightly betrayed by this group in that I was going to listen all week while the problems were cleared away and the issues became crystal clear and sparkling. Then I was going to rise and speak to them and tell you exactly what to do. Now through betrayal of John Richardson and others in concert, I get moved to the first so I have to deal with the problems, although you, Fred, helped clear up many of them.

I should tell you a little background both of myself and of our organization, because it's kind of a strange one. I have wandered around as an academic tramp for a while, managed to get a PhD in neurophysiology, which I promptly never touched again and came out of the war as a pacifist, which is one of the reasons I didn't touch it again. I also joined the Society of Friends. The N.Y. Friends group was set up out of the concern to have some kind of a research and development organization that worked with non-profit organizations and worked primarily in international civil rights concerns. It's about seven years old. Our program was actually founded in 1956, but we didn't do a great deal with it for a while. Since then, we have been working on research and development. The last thing we did before we got in this vale of tears in the schools, which probably will be the last in many ways because it is so terribly complicated, was to establish the National Committee on US-China Relations. Some of you have profited already by trips to China and some will do so in the future. We spend a little under a million dollars a year. We have a professional staff of around ten with some consultants occasionally. We are financed by various foundations and from our own foundation (the Mertz-Gilmore Foundation) and we have been living very productively but not terribly well on a NEH grant for the last fifteen months and hoping it will be renewed. This grant has been a very generous grant which enableo us to start pioneering in trying to find out what we meant by Global Perspectives.

The things that really got us into this were a group of beliefs and values that there could be a world without war with human and civil rights for all the people, based on the democratic process and distinctly non-totalitarian. This is a keystone to our whole position. We believed that it was possible to have a well-informed citizenry that would give us strength to cope with the problems. The problems, of course, are getting increasingly more difficult, more interlocked, more complex and much more dangerous which kind of puts me off when I hear people talking about how the global world is going to be a desirable thing. A global world is going to be an absolute disaster for the next ten to twenty years. We will have more conflict and problems rather than less. It happens [illegible]ytime you put more people together in a confined space. I don't think anybody - at least if they don't want to lose all their following - should go around talking about the happy days of the future as the world is more and more globalized. It does mean that we must develop a more sophisticated, more informed decision-making apparatus and unfortunately now, our foreign policy options are limited many times by policy makers, not because they don't have other things to do, but because they are afraid public opinion will not support their policies. They are right in many cases. Therefore the public is really a brake on the process.

All of us are interested in citizenship education in all forms, whether for adults or in the schools. My center has concentrated on the pre-collegiate arena. We are working solely in primary and secondary education from K-12, although we see options and opportunities in Community Colleges. We picked the schools for many of the reasons for which they historically were set up. One of their major reasons for coming into being, in addition to vocational, was to guarantee an informed citizenry that would equal the ways of the ancient Greeks and in a sense it has worked well. It's been popular recently to put down the schools but I think, given all the problems they have been forced to take on that really weren't their business, they have done extraordinarily well. I think I really got to be interested in the schools by a birthday party we had for Norman Thomas on his 80th birthday to which he invited many people. Some of the people he asked were Frank Brown, Roger Baldwin and people of this nature. They talked about everything but the thing that really enthused them was when they mentioned public education. To them, education for citizenship in American schools was the absolutely essential component of democracy. These men became excited about this which was a moving thing to me. We have decided that K-12 is where we would like to see work done. We don't have much of a policy. We are not pushing area studies or world law or world government or peace studies or anything of that nature, although we think all of these have their places. But what we are try-

ing to do is actually create a framework of interest, resources and political support so that things can be done in schools by the people who want to do them. The only thing we could possibly do is create a climate of support around them. We got into a little trouble by being plainly "political". We were political in the sense of trying to find the climate of opinion. We found that was all right for a while, because there really wasn't much going on and we could go out and work for citizens' groups, foundations and various others. We soon found that we didn't know what we were talking about. We were limited by our content. Therefore we started thinking about what made sense that would fit the situation, not just academically and intellectually, but also politically. The conclusion was that you weren't going to introduce anything into the schools very easily. You have probably all heard Frank Keppel's comment about the schools being the great sucker markets of the world where everyone is trying to break in to sell things. The schools have developed protection against this by just letting them come in and spend their money and when the money runs out, you just close over them all like quicksand. Another way you handle them is a similar tactic. You find one of your teachers who is most interested. She gets a few elite students and they go upstairs and meet for a year until the money runs out. That's the end of that operation. We saw these things, so we tried to get something that really could go K-12. I don't know whether we have it and it's not terribly important in a sense, because it's the idea that is important. Global Perspectives uses concepts, which means you can use them as a lens. So we are pioneering. Some of you have seen an "Intercom" which has some of the results of our NEH work on this topic. Again, we are not developing a curriculum. We are trying to find what we are talking about in the school system situation regarding Global Perspectives. We are also trying to face some special problems. What is basic competency? Why is the idea of world citizenship going over like a lead balloon? We make it very clear in most schools that what we are interested in is the development of American citizens who are competent to deal with the problems they are being confronted with by an increasingly complex and globalized world. So we are interested in developing American citizens, not world citizens. Perhaps the only way to develop a world citizen is to develop an American citizen first. We are also quite clear about our democratic base and our anti-totalitarian stands on all issues.

We go out to get people like John Richardson and other Republicans, some of whom are more conservative than John Richardson. We also have some Democrats more conservative than both on our Board and on our National Council. I tell you this because it is a strange organization. Probably the strangest thing about it is that we are trying to create a situation where we can go out of business as soon as possible. We are interested in creating a field that begins to move. So we divided our operations into two parts. One part is developing the educational field. We don't mean to do it ourselves, because although we have good technical people, we don't have that many. What we want to do is enable others to do it. We want the various curriculum developers to begin to move in this field. We want to see if we can find resources. There is no point creating resources if they already exist. We want to go out and raise some money for deserving folk who will do these things and do them with their own staff and organizations. We are really not trying to develop a whole new wave within our organization - curriculum, teachers, trainers, etc. We can help in colleges and teacher organizations, but only within their structures. We've just begun. We think from this year on we are probably going to be of much more help. We are going to build up our board so that it has a range of very well known public figures stretching across political and geographical spectrums. They will primarily be engaged in creating a public acceptance and public interest in enabling you people to go forward, if you choose to. We are working with foundations - community, public, private, corporate - to try to get them to put money in the field, although we all recognize the ultimate support must come from the public schools. There is no other source other than federal government. It is a risky source as you know. I think we could come back later, hopefully in a year and report that we have done the job. I hope that this year, if we can help in any way, that you will let us know. We are now busily preparing magazines like INTERCOM and others are mapping the field so people will know what actually exists.

I don't think we have retreated, exactly. It is partly a tactical thing, but it's partly a value thing. There have been many attacks that world federalist and other poeple have tried to work with the schools to counter (e.g. the old UN attack when the Russians didn't pay for their share of Congo expenses). There is no really

widespread attack at this time like there was in the fifties, but it's still there and is taking the form of back to the basics and competency. It is important for people to be good citizens and one of the ways they can be good citizens is to encourage their policy makers to function in ways in which they exercise good citizenship. If they do that on foreign policy issues, they are certainly going to move towards an understanding of world problems, world situations - not just the facts of them, but the actual dynamics of them. I recall the attack on the UN. The UN really wasn't very able in their counterattacks because somehow support for the UN was a glowing support. They felt emotionally stirred by this and they spent all their time being very pro-UN. When the attack came, they really didn't have any answers to give because they hadn't dealt with the tough problem of one nation, one vote. They never worked that through because they were dealing with the concept of world citizenship without getting into the real political nitty gritty. We are not putting down world citizenship. We are just saying you had better be a good American citizen first and get these values and use them to formulate your own foreign policy. It seems to me that maybe the most difficult place to bring about any kind of stretching of allegiance is through the public school system. Essentially one of the purposes of the public schools is to maintain the existing system. It has been fascinating to watch how public education is used in developing countries. It is used in a sense of propaganda, to wean people away from tribal differences, for example, and to inculcate a sense of nationality where there wasn't one before, through inventing very powerful myths and philosophies. In a developed country, education is used to develop patriotism and love of country. Unfortunately we sometimes do that by drawing attention to the enemy. Our good President has some wise words and observations.

JOHN PORTER: Have you thought about the fact that even though many of us have state guidelines on Global Perspectives, and you are pushing that with your materials, that unless we come up with some linkage between international exchange programs and national program assistance, training programs and funding to retrain staffs, all of the materials we prepare will be for naught? I see very little concentration of the fact, that it's not the youngsters that need it, it's the teachers, principals and the support staff. I don't find any concentration on upgrading and changing the attitude of those who run the schools so they in turn can be in a better position to do the teaching. Could you speak to that?

BOB GILMORE: This is a big problem. The thing is so massive. We are just learning what we are doing at the moment. This is what I mean by a political operation. You really need a cultural and a community context out of which to operate, even if you are a chief. You certainly need it when you come down to the superintendent of the local school level. Until you give that kind of community support, the principal or superintendent is going to have a great deal of difficulty in giving the educational surrounding that a teacher can operate in. The teachers still might not want to do it, but at least you have to have this to build a climate in your school and then you obviously have to do something about teacher training. We have been just dabbling in this. For example, at the University of Denver there is a program for which we are one of the three sponsors called Center for Teaching International Relations (CTIR). It is in the Graduate School of International Relations and also at the School of Education there. We have been trying to do basically teacher training. We are not telling them how to train their teachers - that's their problem. We aren't telling the graduate school what to put in. We are trying to keep them going and it's working quite well. A Cognate Program in International Relations is what the Education School calls the program. I'm very embarrassed to talk with you people about the politics of schools, but I think you are the key factor. We hope to see some of you converted to the true faith. We can start working because we would like to go around in your states and see if we can generate public interest. We have a lot of public connections through various political parties, etc. This is going to get very political because you are not going to change society through the schools alone. I guarantee you that. You are going to have to change it through the community around the schools. At least, that is my

opinion. You are not going to change it, if the schools don't want to change, but I think that people, even teachers, live in a political context. That's the only answer I can give, because I don't know if it is going to work or not.

If some of the AFT and NEA people are correct, that with declining enrollments and with the accelerating costs, it's not likely that people being trained in colleges of education are going to have very much impact upon the systems, it is one of the ironies of trying to deal with Global Perspectives. In our country, unfortunately, we assume that staffs will seek retraining on their own initiative and that is a false assumption. They are also doing good things out in Denver in their in-service training, which they find very successful because people want that. They have been able to fund it so far through various grants. They have Andrew Smith who goes around and gets money. Schools are very impressed. I don't know how far this can go. We're giving him his head now and letting him operate out in Denver. I suppose a good organizer can always do something. I think the schools are a lost cause. That's the common belief in New York where all this stuff that the schools are dead originates. It's really a low place on the totem pole today. You see we pick the two most unpopular issues in America today. One is International Affairs and the other is the schools. You can run polls on these things. International Affairs gets support a little under the humane society legislation - you know, like dogs and cats. So one of the reasons we took this job on is that we are privately endowed and have enough money to do a modest exploratory job to see if it makes any sense or not. If it does, then maybe somebody has more muscle and knowledge and can pick it up. I wanted to challenge this belief that you cannot work through the schools. I think we have had some success.

FRED BURKE: You are in good company because anyone in the school business knows that if you are going to make any changes at all (100 thousand teachers in my case) you have to have faith that it can be done in the schools. I agree with you that the schools are not going to change society, but I don't think there is going to be a change in society unless there is a change in the schools.

ROBERT GILMORE: I agree completely. Our target is a little more reasonable than it sounds. Our basic target is to set up some kind of continuing institutional structure so that everybody knows that at least somewhere in the United States there is a group of people who have some resources, funds, concern, experience and knowledge who are mono-maniacs on this concept. What we have done to this point is set ourselves up as a public charity and start operating.

When we talk about the kinds of competencies that kids need to develop in K-12, we are talking about the things we are trying to develop under a grant funded by the National Endowment for the Humanities. We are testing these out in some eight schools across the country in California, Colorado, Connecticut, Illinois, Iowa, North Carolina and several others. One of the things we are trying to do, particularly in California, is to build on that very kind of thing. The problem is that we don't know how to expand. I am thinking about an elementary school classroom in the Mission District of San Francisco which has a heavy Chicano population where we really have the most success in trying to introduce some of these kinds of ideas. Some of these things are related to their communities. They build on the richness of the cultural diversity there so that these kids can begin to look at themselves and the rest of the world.

FRED BURKE: I think Bob's point is an important one. In a sense, in our public schools we are backing into this area without really knowing what we are doing. In my state, we have a law that says we will teach bilingual and bicultural education. It is required in our schools that if there are more than ten youngsters speaking a language other than English, we must provide not only instruction in that language but that we teach them about their culture. So, in a sense we have a law which almost requires Global Perspectives, but we are not approaching it that way.

We are approaching it completely as a kind of domestic problem. I suspect that we will be mandating in our schools environmental studies. In a sense, environmental or energy studies are also by their very nature global, and it is conceivable that we should put some thought to this. Perhaps the International Education Committee ought to do some of this work. We are involving elements within our public education which are almost within themselves a packet. What this reminds me of is a request that we would like to make somewhere down the line that somehow or other we have access to some of the Chiefs because it is silly for us to sit around and tell about the politics of the schools when the people of the schools know what the politics are all about. It would be helpful to have some people and to have some guidance.

BOB GILMORE: These things have to be done. There just haven't been people around to do them. We are really trying to set up some kind of a mechanism that will facilitate people's ideas that the media people can work with. Many of the professional organizations have concern in international areas but very few of them are staffed to carry them out. We have an informal group in Washington that many of the Washington people sit in on and it is accomplishing things because we have a staff person who does what Owen Kiernan and others want to have done in terms of some of their concerns. There is someone who is there trying to follow it up. It may be a good idea or a bad idea, but at least there is some future for it and that is what we haven't had. We've had no one who has exploited the mass media to discuss this in the kind of way you are talking about.

FRED BURKE: I think what Bob and I are trying to get at is that maybe for the first time in American Education there is evolving a kind of political support base because of the demands of ethnics for instruction and for recognition. I think science fiction is certainly one of the most effective ways of dramatizing or stimulating this area. I want to take the last minutes here to tell you about an experience I had that has generated my concern about intercultural or international education. I think a lot of us assume that some of the basic values we have about education are inherent in the very nature of man. We feel that most of us feel the same way about life, death, beauty, love, etc. Many years ago in a remote section of Uganda, I was with a primitive person and we were walking along a path. We heard a human voice in distress and went over. Another native had been speared. My reaction, I assume, was the same as anyone's - you feel faint, you feel physically ill, you run away, tremble, etc. I assumed everyone reacts like me. Therefore I judge everyone's behavior like mine and if they don't behave that way, they are deviant or devious or both. What amazed me was that at first, this fellow I was with reacted like I did. He rushed over but when he identified that this man was not a member of his clan, he wasn't concerned with him at all. I thought it rather humorous. On another occasion I saw one of these natives carry another one to the dispensary for medical attention, almost dying himself from exhaustion. Those kinds of ideas led me to try an experiment when I was a professor at Buffalo. So I conducted a course which ran across two or three colleges. It was called Discover America and I deliberately staggered the enrollment - about forty-five kids were in it. Fifteen were from Third World countries (Africa, Asia, etc.). Fifteen were from inner-city America (Hispanic or Black). Fifteen were from upper middle class. I told them that we were going to look at some fundamental ideas and see what they thought about them and then they were going to tell each other what they thought about them. I made a list about beauty, death, humor, love, sex - a long list. I arranged for them to go to funerals and then come back and discuss them. I gave them cameras and sent them out to photograph beautiful things and then come back and describe them. The amazing thing that they learned from each other was that ideas that they had which they thought were universal to man were cultural. That's fairly important because we are educating in our schools a generation of people who are going to be functioning in critical decision making positions in the years 2040 and 2050 and these people are going to have to be of necessity, trans-

national. You don't have to be much of a futurist to project not only the interdependency but the communications capability. Chances are they are going to practice their vocations across national boundaries. They will enter that kind of life believing that beauty is not in the eyes of the beholder but beauty is something which is universal. What I am going to do now is thank Bob very much. Now we will have a coffee break and reconvene in fifteen minutes.

FRED BURKE: Now we are going to have the opportunity to view Global Perspectives in Education from another vantage point. The gentleman who is here with us is the Chairman of the Foreign Policy Association. Some of you who have read the journal and are familiar with the Foreign Policy Association know that the association has had a rather checkered history in a sense. It has been blamed for foreign policy directions and has been praised and condemned alike--apparently it has been influential; otherwise it wouldn't be controversial. The Foreign Policy Association and a gentleman who can speak about it will give us another insight into a very important area. Carter Burgess--I asked him what I should say about him and he said, "Just say I am from Virginia," somehow assuming that that in itself was sufficient. He said that if you want to be more precise that I should say he came from Roanoke and that's all anyone needed to know. He's had a very illustrious military career and he is a graduate of VMI. He was the Secretary of the International Secretariat that founded the UN Conference in San Francisco. He has spent a fair amount of time with the Department of State and was an Assistant Secretary of Defense for Manpower. He was once U.S. Ambassador to Argentina. He has been involved in business and manufacturing in the aviation field and is a director of Ford Motor Company, Smith-Kline and J.P. Morgan. He is a trustee of a number of colleges and research foundations and is a recent Woodrow Wilson Fellow. He obviously has a career and experience which is relevant to our gathering here today. I would like to introduce to you Carter Burgess.

CARTER BURGESS: I want to thank my good neighbor from New Jersey for that introduction. Sometimes I don't get an introduction. In that case I say my name is Carter Burgess and I'm running for FPA. One nice thing about getting back South is that I get to visit with Craig Phillips and a lot of other people and pretty soon you can trace your relationships and determine that you are husbands-in-law.

I went back to my high school reunion last year and someone asked me to sum up what had occurred in those intervening forty years. I said, "Forty years, forty pounds, one wife, three wars, six children and four dogs." So that's been the period of my lifetime.

Ladies and gentlemen, I am delighted to be here this morning because the Foreign Policy Association--checkered career and all--got its start in 1918. The group of citizens who banded together in those years immediately after World War I determined in their minds that the United States should undertake to become a sincere and good brother in the League of Nations. That effort didn't succeed as we all know and they lost that cause but this group of men and women decided to stay together and see if on an impartial basis, on a balanced basis, if they could encourage America to step away from the philosophy of isolationism that had been the country's way prior to World War I. Some people think that they succeeded partially in that effort prior to World War II and the FPA emerged again after that conflict and has been at work since in that effort. I would say that the only cause, the only position, the FPA takes today is that America should take its rightful place as a leader in the world. The American people should have as one of their uppermost items on their agenda an awareness, an interest, proper education, if you please an informed edition of voice to public opinion and an effort to exercise with their elected leaders an expression of the leader's points of view on this broad subject of Foreign Policy.

You might ask why a person of my particular background might become interested in this type of thing. I really didn't know FPA until the late 60's. I knew about the Council on Foreign Relations and the good work it performs but the Council in its higher levels of research and output deals with a pretty restricted audience in our country. Its meetings and many of its deliberations are closed only to its members, while FPA on the other hand tries to go at the job of creating an early interest at that point of life that you ladies and gentlemen are most interested in. One of my problems in 1939 and on into 1945 was that I emerged from my education of pre-World War II days in pretty good shape on how to assemble a Springfield 1903 rifle. I think I understood what Mrs. Eleanor Roosevelt was trying to seek in this country but in my days in high school and college there was neither in the classroom or extra-curricular efforts of our education, a lively discussion on the contemporary meanderings of the world at large at that time. Colonel Townes did a good job of teaching me Roman History; Major Montague did a good job of giving me basics in early American History. But I can't recall a discussion of what was going on in Europe in the later parts of the '30's and I really don't recall any discussions about the movements or objectives of world communism. I think in this day and age, we have moved somewhat away from isolationism, although if you read the latest Potomac Study you will see that there are upward trends in the isolationism line in our country. I think some of that is

attributable to a larger population, but we haven't overcome some of our mistakes in some of our adventures in our foreign policy of recent years. Perhaps there is a turn toward the isolation line, but there is still a very strong core of international minded citizens in our country today. FPA is trying to serve the proper area of education and interest in this field. As I said, I think the substitute word for isolationism is interdependence and we work very strongly with organizations such as The Center for Global Perspectives. We have high regard for their publication INTERCOM. In fact, I think FPA had some early contributions to that particular effort today. But if we are going to carry forth in the world we are living in today, isolationism, although it may have had some purposes in earlier times is outdated. I think the speed of communications and the fact that we are no longer really independent in this technological world has placed a new emphasis on interdependence and the participation our country should take in it.

Now the FPA enjoys its best market in this country in high schools. Our GREAT DECISIONS book is printed annually. We try to cover the eight issues--be they functional, geographical or political. It is the largest distributed contemporary document on the foreign policy issues today that I know of and, although we suffered some setbacks in the high school marketplace two years ago, our trend is moving gently back up. When we talk about this book, we talk about 80,000 copies. When we talk about the service to high schools, we talk about 25,000 copies. My problem is that I don't think that this is the leading contemporary document at a somewhat popular reading level nonpartisan in its approach. We try to go to great ends to preserve both of those criteria. I just don't think we are doing a very splendid job at that volume. Now we are sustained in this life by the nominal prices that we try to charge for our materials, but it takes a very giant effort on our part to raise money from such foundations that are left that will assist these types of things, from generous corporations and thoughtful citizens in our country. This is the way we can keep this particular contribution going to the field of international interest and interdependent reality. We have another book that also has a high circulation in the public school market and that is our "Headline Series." This we issue five times a year. It is a product of a group of authorities and has a circulation of 20,000 copies. We figure about five thousand move into the public school marketplace. One of the fascinating things about this book is that it is often the first opportunity for an oncoming expert to deliver his points of view and his research throughout the country. Fascinating in that we get quite a few orders from overseas for this "Headline Series." The other day we had an order for three thousand books from Australia on the food issues. Interestingly also in our GREAT DECISIONS field, we are beginning to get the program into U.S. high schools overseas and into U.S. communities overseas. One of my experiences in life tells me that an American citizen or an American family living outside the orbit of this country is often pretty much alone in knowing the trends of thought and action, particularly in the foreign policy field, even though he is overseas.

Quite apart from what we are trying to do in the education marketplace is that we are having larger usages in the community programs that are being carried out by a variety of volunteers across the country. Friday night I was in Charlotte at The UNC-Charlotte. Two young professors there have taken the GREAT DECISIONS Program and have organized discussion groups in fifteen counties in the western part of the state. It is probably one of the highest coverage of the GREAT DECISIONS we have in the country. They had their banquet at the end of their February-March rundown of these topics where the people had acquired the books, studied them and come together once a week to go over the various topics in this year's issue, ranging from the spread of deadly weapons to South Africa, to food and population, Panama and Cuba. We figure that in western North Carolina there are about 2500 participants in the program who were brought together by the University up there. What we like to do at the end of an effort like this is to have an Issue Conference with a national leader--either a national leader from that community or a national leader from someplace else in the country. Friday night at UNC-Charlotte you would have been very pleased to be a member of the audience and watch Senator Frank Church at work. He gave a good talk about the spread of deadly weapons and a timely review of Secretary Vance's return to the country. I think you would have been particularly impressed with the quality of questions that followed that particular event. I was pleased to be there and see it firsthand.

We brought in fifty thousand ballots from around the U.S. last year and put them up in a deliverable form to both the Congress and the State Department. You would be pleased to note how many people have written in to see when the next count is coming out. Senator Clark wrote to us the other day that some of the findings in last year's ballot had helped him immensely, particularly the comments on the ballots. This year,

to remove it a little bit from the FPA doorway, we have arranged with Dr. Phil Davidson and the School of Public Opinion at Columbia University not only to take over helping us be sure that the questions are properly arrived at, but he is receiving the ballots there. The graduate students are not only performing the manual count, but are providing the analysis on these counts. We are sending out each week an analysis that is coming out of Columbia prior to the major report issued in May. One of the things we find with this is that people, once they can get into this business of study and discussion either with fellow students or fellow persons in the community, like to feel that their thinking is going somewhere. We believe the ballot situation and counting mechanisms that we are undertaking today are giving it a much better meaning back home where these counts are taken. Also we have gotten GREAT DECISIONS on national public radio and they are offering ballots. They are amazed at the write-ins they have had from listeners across the country.

To sum up the FPA effort--I said FPA was founded in 1918. Along about 1922, something was said that all of us should keep in mind, and that is that the control of foreign relations by modern democracies creates a new and pressing demand for proper education in international affairs. I think all of us who have tried to provide a public service through the non-profit citizen efforts in this country can be of great assistance to the Department of State, Congress, HEW, and other valid mechanisms of our government. I think if President Carter has made a pledge of openness of foreign policy to this country, and I suggest it doesn't mean very much if there is not some basic study and some basic interest in which to close the gap between the President's openness and the individual's openness in this country, I think it places a very special challenge to our organization and to the many volunteers and teachers who serve it to recognize that openness is great. However, it won't mean very much if the public isn't open. An openness to me means interest, education, and discussion. So for that reason we have got to re-ignite ourselves to see that effort is taken best care of. We occasionally run into a senator or congressman who credits FPA and the GREAT DECISIONS Program as well as programs of others. More specifically, I hear the stories about FPA. One prominent senator told me that in his race of some twelve years ago he thought that his early participation in GREAT DECISIONS had given him an edge of awareness and clarity of expression so that when it came to the international topics of the campaign he felt that this scored him over his opponent. We like to hear that. I hope that I am not letting anyone down, but I ran into Cyrus Vance about this time last year. Mr. Vance said, "Carter, I had to be called down to Plains, Georgia the other day and then I had to go to Atlanta and participate in a discussion with Dean Rusk." He said, "I had to prepare myself and I had the opportunity to go through GREAT DECISIONS. I felt it gave me one of the best briefings for those two days of activities that I could have gotten my hands on." The other night the National Endowment for the Humanities was kind enough to invite me to Washington to listen to Saul Bellow. I had as a dinner partner one of the wives of a Justice of the Supreme Court whom I had never met and she asked me what I did. I said that I am with FPA and she said, "You know, that is interesting. I was in a GREAT DECISIONS course ten years ago." So, I know we have that kind of franchise. I guess the challenge is that if you buy the point of view that the U.S. must take a place of leadership in the world and must be a rightful world leader, and if you buy the fact that the U.S. is in a new day of technology and new communication, that it is no longer the sole possessor of all its resources and needs to keep the country running, then I say that I would feel much more comfortable about my remaining time on earth if the generation that you are preparing today and the generation that will be preparing tomorrow enter the lifestream of this country more aware and interested and more tempted into comprehending the role of the life ahead internationally.

We have tried to mesh in at FPA with the other organizations that serve the field and we are at your service. I would hope that if this conference encourages some attention and interest to this situation, I think that foundation money should find a greater step back to America's doorway. I find that in my efforts that many times foundations are much more encouraged to provide the funds that do some of the essential jobs in the field outside of the country rather than inside the country. FPA has had that problem and I think some of the other organizations have found foundations that have somewhat moved away from the American doorstep. It is now more difficult to continue to provide these services. But for whatever it is worth to you, we are going to continue to fight the battle of trying to put the best materials in this field before you and we can only ask for your interest and assistance in seeing that we do a bigger job because in doing a bigger job, we will do a better job.

FRED BURKE: Thank you very much. My reference to the checkered career was a positive thing. It didn't come across that way, but it was meant to be very positive. I am glad you raised the point of the Carter foreign policy. If there is any criticism of it, it is because it is open and there is a great fear and implication that the American citizenry is not capable or well educated enough to handle that level of openness. It would be fascinating to me if there were any control groups on the ballots which people who have participated in GREAT DECISIONS have submitted. I'd be interested to know whether or not opinions on certain issues are not only enlightened as a consequence of participation but whether they change. I would like to ask that as the first question, if I could.

CARTER BURGESS: That's a very important point and that's one of the things that we want Davidson at Columbia to try to measure. As you know we are friends with the Department of State, but the Department of State neither picks our issues, nor do they curb our editorial situation. We do coordinate with the Department of State to be sure that the questions we pose are answered in a way so that they get the proper feel there and we are also cooperating with several persons on the Hill in this. For the first time this year we are recording the opinions on the ballots. By the strategy of the questions and content of the questions in the public opinion mode, Phil Davidson after one more year will be able to give you that comment. I will be pleased to leave with you this morning two of the interim reports we have gotten back on nuclear spread and also the South Africa question. I think the response represents mainstream America and they don't give the show away.

FRED BURKE: Thank you, Carter. You know another kind of strategy that has emerged from the presentation. Most of us have responsibility for adult continuing education, don't we? Certainly this is an area where we can influence what occurs through our influence over adult continuing education in our respective states. We certainly picked up something here that could be pertinent and useful.

QUESTION FROM THE FLOOR: Foreign policy is really controlled by a very few. Why bother to educate a large group of people about foreign policy issues if there is no relationship between that education and real decision making that takes place?

CARTER BURGESS: I would hope that our voting in this country is deeper than that. If you are never going to challenge (that is the point I was making about Frank Church--he didn't get all questions that were appealing to his ears) and if you are going to let a congressman come back to town unchallenged or a senator come back to an area in this country, you can't pose your own rationale about human rights or about trade or detente. You are going to continue to have the old boy technique, if it is still existing. Let me tell you this one thing about FPA. We put on our own speakers and invite a large body of students to these groups and also senior citizens. Questions are asked after the meeting. The students are the ones who gather around and ask questions. They don't always get the answers they want to hear and that is good for them in my book. Many times they do get the answers they want to hear. I think you make more thoughtful civil servants through a questioning public than you do if you don't have that questioning. The questioning is better if it is informed and interesting. When I was in the Defense Department dealing with a thing called the National Reserve Plan as to whether you want into Program X, Y or Z, I really got worked over by the public, particularly the National Guard. On the other hand, I would be willing to bet that that same group of people who worked me over didn't have an appreciation as to what is going on in the world. Yet they are all front line people who have to go out and do the first service. I don't know whether that is going to stop anything in this country, but I think if you want to have a thoughtless leader in Congress, send him up there without any questions. If he then wants to be a product of the old boy school, I don't think we will make much progress in the country.

QUESTION FROM THE FLOOR: Does most of your funding come from foundations?

CARTER BURGESS: I would like to say to the gentleman from Georgia that I think the foundation world (FPA is a non-endowed institution and we exist on what we raise--we are cash and carry) as far as I can identify it has walked away from general funding. When you don't have a general funding base of adequate size, it is pretty tough to go and put in elaborate proposals when nine of ten submitted will be turned down. My point to you all is that we wanted to come out with a GREAT DECISIONS book that was at

a much more popular level than one we can construct. It would address itself to the better students in your school system as well as to colleges and universities and then on out into community groups. One of the reasons that we couldn't get this more popular size book out was because some of your systems were unde going serious budget strain at the time and the publishers were uneasy about risking it at that time. On the other hand, I think if this organization articulates a need or desire, that speaks wo lds to foundations. Kissinger three years ago wrote a letter to the National Council on Philanthropy and pretty much urged that American industry revive its sights on support in the general international education field. It had a very beneficial effect for us. I would rather have you urge it though even more than having Kissinger, because you represent the basic point of t's generation strength that we are going to have in this country in the future. I think the interdependent side of that thing requires a new realism and if you give us a demand for it and identify that demand, I think the foundations will increase giving in response to it.

FRED BURKE: I would like to express my appreciation to Carter Burgess and Bob Gilmore. Craig has a few remarks.

CRAIG PHILLIPS: Thank you. Two or three announcements. Let me urge you to stick with it this afternoon. We have around this room the greatest array of talent in Global Perspectives and International Education and they are slated to share some things with us this afternoon. First Rose Hayden and then Ed Meador.

CRAIG PHILLIPS: I would now like to introduce to you the distinguished past President of the Chief State School Officers, the Commissioner of Education from Minnesota, Dr. Howard Casmey.

HOWARD CASMEY: Thank you, Craig. We got off to a good start this morning. We are going to try to get an understanding of where we've been and then we are going to have a charmer tell us where we go from here. You know I've been a Chief State School Officer for eight years and if International Education is as important as we are led to believe, we had better start talking to each other and we had better find ways to initiate programs. As Wendell Wilkie, proponent of one world, said--we're so interdependent on each other that it is becoming critical that the generations of the future have an understanding of what this total community is. We have Ed Meador this afternoon who has been in this as long as any one individual. He's had 20 years in International Education, starting with teaching at Florida State University. He was then Cultural Affairs Officer in Taiwan. Later he was Director of a Training Institute in Taiwan and an employee of the Republic of China. He spent five years with AID as technical assistant to its programs abroad and two years with private business providing cross cultural training for governmental agencies. But more important, he has spent the last two years with USOE in International Education as Director of the International Education Division. It is my pleasure to introduce Ed Meador.

ED MEADOR: It is a pleasure to be here today. The subject of this conference these three days is one that has been an educational concern for a number of years.

International Education as a part of the American educational landscape and the Office of Education goes back a long way. Indeed, it was first specifically mentioned in 1896 when the Office was directed to collect information about foreign educational systems. The first "International Education" meeting was held in this country in 1912. The U.S. began as a participant in the International Bureau of Education in Geneva in 1934 and in 1938, education was first alluded to as an official instrument of foreign policy, in the Buenos Aires Convention. In 1939, the Office of Education undertook the first educational exchanges with Chile. In 1941, at the beginning of World War II, the first massive national effort began in foreign language teaching and systematic learning about how people learn foreign languages and acquire knowledge and skill about foreign areas. The U.S. joined the United Nations in 1946 and at that time became a participant in UNESCO affairs. The "Fullbright exchange" activities also started about the same time. By the early 1950's international concerns were nevertheless in the doldrums. The inauguration of the Foreign Assistance Act gave impetus to some international educational interests and at that time this country began use of the U.S.-owned excess foreign currencies for educational undertakings. Many would say that the major driving force that first put international educational concerns in the forefront came in 1958 with the launching of Sputnik. All of you are familiar with what this did to education in this land. What it did to international studies per se was to give a form and focus to programs that continue to this day in the Office of Education. "Language and area studies" and "Title VI of The National Defense Education Act (NDEA)" became common terms to International Education.

In 1962 there was established in the Office of Education a Bureau of International Education which for the first time put together international activities in a single entity. In 1966, the "language and area" focus was modified somewhat by the International Education Act. This piece of Great New Society legislation was conceived with a hundred million dollar potential to broaden opportunities for international studies to subjects other than "language and areas." While launched with much fanfare, it lacked any money save for $35,000 provided for a study of "needs" in international education.

It is my view that during the period from 1966 until the present, international/intercultural studies can be characterized as having drifted. Changes that have occurred have for the most part been evolutionary rather than revolutionary and at times movement in the field was sideways or backward. In recent years "survival" became a commonplace term added to the NDEA Title VI "language and area studies" terminology. In the late sixties, Bob Leestma, then Director of the Institute of International Studies, the International unit of OE reached out to organizations other than those at the post-secondary levels. One organization that first chose to work with us was the Council of

Chief State School Officers. As the "last and least" among OE's educational concerns, the international program seemed doomed for oblivion. The Department announced that we had "achieved our purposes in International Studies" and thus could "move on to more pressing domestic needs." Our first project with the Chief State School Officers and representatives from the National Association of State Boards of Education, took a group overseas to look at domestic educational concerns commonly shared with other countries. This project had in mind two purposes. One was to address familiar educational issues in a different cultural context. A second consideration was the belief that international education was of interest and needed the support of the Council of Chief State School Officers. In short, the project sought your attention, your support and your understanding of the issues we consider here today. In listening to conversations this morning, and throughout the meetings today, I have concluded that these issues remain pretty much the same today. Some people have described these last eight years as sort of a "Perils of Pauline" drama. At the last instant, Pauline has been saved from disaster, but the Office of Education continues to regard international programs as "last and least."

The Council of Chief State School Officers' interest in this subject, I believe, represents a turning point in international studies for this nation. I think the "Perils of Pauline" drama of desperate survival for one more year in order to do what we did the previous year is winding down. We have before us, I believe, a major opportunity to look anew at this complex field, and begin to determine where we as a nation should be heading.

Several years ago, thanks to some help received from a private foundation, the continuing problem of funding levels for international studies received fresh attention. I am referring to the International Education Project of the American Council on Education. While there are difficulties that attach to the funding question, we must as a nation look at these priority questions fairly and forthrightly. There may be problems in the way the programs have been perceived or articulated in the past. But it's obvious that whether we call it "focusing on global perspectives" or the problem of an individual's relationships to the rest of the world, I think it needs to be honestly looked at and confronted. The American Council on Education through its International Education Program (IEP) successfully sought a modification of Title VI of NDEA that helped introduce a new provision for "citizen education." The new section being very broad provides authority to undertake a wide variety of new global or International Education programs. My colleagues today are going to talk later about the specifics of "Citizen Education" Section 603 of NDEA VI) and how it may relate to the future of international studies.

We in OE are presently in the process of reorganization. At some point the reorganization will address the issue of what priority international studies will have in the Office of Education. That we are at Pinehurst at this time is, I think, rather auspicious since it was at Pinehurst that career education was launched several years ago. It was a conference similar to this that the Council elected to work with the Office of Education to make education for careers an important concern for students, teachers and parents in this land. It is my hope that the same prospect will be possible with international education. Thank you.

HOWARD CASMEY: Thank you, Ed. We will have questions after our next speaker, but I think Ed has filled us in on where we've been. As I talked with him, I asked him whom he worked with in the State of Minnesota and I did not recognize one name. I think the Council is fortunate to have people like Fred Burke who came to our Council from higher education and who had an opportunity to work at places like Buffalo University. He brought them the needs of the Council and I want to say Fred, we're pleased with your leadership in this area. I know that both we and our next presenter want to work closely with the Council of Chief State School Officers in developing programs in International Education. It is a pleasure for me to introduce Rose Lee Hayden, Director of the International Education Project, American Council of Education. She's a gal in the gilded cage. You talk about a grind in getting your PhD; she did it as a piano player in a Holiday Inn in Lansing, Michigan. She is a very accomplished pianist. She has her BA degree from Cornell University in Political Science and Latin American Studies and her MA from Columbia University in the same fields. Her PhD is from Michigan State University in Comparative and International Education. She has done extensive travel in Latin America, taught both Spanish and Portuguese at Michigan State University, and has many publications related to statewide programs in international education. Rose Lee is going to tell us where we go from here in international education.

ROSE LEE HAYDEN: I would like to begin with a warning. Remember you have to always be suspicious when you hear any one of these three claims: (1) "the check is in the mail;" (2) "of course I'll respect you just as much tomorrow morning;" and (3) "Hello there, I'm from Washington and let me try to be helpful to you."

Looking at future funding options, one must admit that whether we like it or not, the world in which we live is highly inter-connected. Indeed, as one observer said, a short circuit could fry us all. One other observation, and I quote: "Where else but in America, can you watch a Bicentennial Minute sponsored by a Dutch Oil Company, on a Japanese television set?" That gives you some idea of the kind of rhetoric one uses before the Flood Subcommittee on Appropriations!

In this brief presentation, what I would like to underscore are some of the arguments that are currently employed by the educational community I work with in Congressional and Federal hearings to support funding for international studies. Some of these arguments and facts may be useful with your own state legislatures. I would like to cite a few disquieting factors about the record to date, and then really concentrate on the new Section 603, the so-called Citizen Education Amendment to Title VI of the National Defense Educational Act (NDEA).

Truly, these are the times that try your administrators' souls, test the politicians' resolves and burden the educators' consciences. So little is expected to produce so much in U.S. public education. The spiraling demands placed on our schools exceed the resources of the local community and its capacity to meet staggering costs. Nowadays, Goldilocks is lucky to get any porridge at all, especially if the three bears are into highway construction, public works or any other competing, necessary service. So you ask, "Why International Education?" What can you say to the people you have to convince--the politicians and the public? My response is simply this--an education that does not prepare children to live in a highly interdependent world is no education at all. Children who lack other-culture knowledge and experience are effectively stunted, condemned to frustration and political alienation because ignorance deprives them of influence over people and events. Pupils need to know about the world, or they will be at its mercy. Furthermore, these school children have to police their own government's behavior in the world because, as we heard this morning, foreign policy must not be considered a matter solely for diplomats, trade experts and other specialists. Indeed, it never should have been. More wars have been inflicted on peoples by governments than peoples have ever caused their governments to declare, and war in a large part is caused by ignorance.

Let me share a few examples of parochialisms. Rumor has it that a small-town reporter for a local newspaper from Michigan was given the assignment of covering the monthly meeting of the school board. This particular session, however, was more than routine since the local school district had, after much correspondence, secured a speaker all the way from the "State Capital." The distinguished guest began his speech, "As you know I have been around a good bit. I've made speeches up in Marquette and down in Livonia. I've been to Grand Rapids and up in Claire. I've been to meetings in Lansing and Detroit, too, of course and one thing I have learned--people are much the same the WORLD over!" Lest I be criticized for singling out the educators, here is another interesting example. The Parker Pen Company once blitzed Latin America with an

ad campaign that inadvertently maintained that a new ink would help prevent unwanted pregnancies. Thus, to return to the basic focus of today's presentation, we really have a problem. A non-earthling would certainly marvel at our preference for small town and tribal allegiances in the face of global interdependencies. Kuwait, in many respects, is closer to the neighborhood gas station than is your school building.

Let me now share what I feel are five obvious reasons that we plan to use in testimony to argue for future federal funding. The first reason Americans must globalize education is elemental--survival. We must sustain informed connections in order to survive in a competitive and nuclear global system, if not to prosper and maintain our way of life.

The second reason is humanitarian. If the "haves" of this world do not care and share, we are going to have little claim to self-decency. Without Malthusian checks a century hence, there will be 40 billion people in the developing nations of this world and 1.7 billion in the developed countries. If we are riders on the earth together, it is clear that not everyone will get a seat on this fragile space ship. For example, Algeria would grow from 15 million today to 285 million four generations hence. Experts already predict 150 million famine deaths by 1980. It would be as if three out of every four Americans alive today would perish before Guy Lombardo's orchestra ushered in 1978. Small wonder that in the so-called postwar period, there have been forty major conflicts to date. The world is now very dependent on basic food and current crops. There is no margin to cover even a one-time crop failure in the producing areas. You know if you have in your hands the living or dying of a half million children and you are the only world power capable of really beginning the building of these grain reserves, it is quite a challenge, unequaled in our history. If it is not met, it is with foreboding that America's friends will recall the words of Thomas Jefferson who said, "Indeed, I tremble for my country when I reflect that God is just."

A third reason for attempting, through education, to relate to all peoples and cultures is inherently selfish as opposed to altruistic--the need for shared brainpower. Historically, this country has been the product of "brains" imported from abroad--people who came here to escape tyrannies, pogroms, and famines. We need the best-of-all-worlds. Only these minds working together can solve the problems of our species.

If you do not want to accept security, compassion or human survival as supporting arguments, other culture learning would be prescribed as the insulin to counteract what one observer termed "the excess sugar of a diabetic culture." While Americans are physically overfed and overweight, we are esthetically starved. Thrills and violence, not beauty abound. We are fretful and anxious. One way to avoid a national nervous breakdown is to educate children to be aware of a dazzling diversity of cultural expression. This can help in the appreciation of such things as music, drama, dance, sports, gardening and religious rites. It is essential in a post-industrial society to assure mental health. Drawing from my boss, Stephen Bailey's "Purposes of Education " "however brief the candle of life may seem, when viewed in the eye of eternity, a life-span now of 75 to 80 years involves 650,000 to 700,000 hours of being." This is a lot of existence, but not necessarily a lot of being. Even if you subtract sleep, something close to a half-million waking hours will be experienced. Of these, fewer than 90,000 hours--less than 1/5th of the total--will be spent on the job (with all due respect to career education). That is a lot of reruns of Kojak.

Finally, no democratic leadership, however motivated to build a peaceful world order, can long risk outrunning the capacity of its own people to interpret and respond intelligently to global challenges and opportunities. This is the educated citizenry that we are seeking.

Let me now share with you some surprising facts. The USA is the fourth largest Spanish-speaking country in the world. One-third of our population growth today, our new population growth, is a result of immigration. This figure does not take into account the eight to ten million illegal aliens already living in this country. One out of fifty Americans is foreign born.

Fact: there are approximately 150 countries in the world; 135 or so belong to the UN. It is a polycentric world, and it is a world where no one seems to be in charge. The bulk of our so-called bilateral diplomacy is, in actuality, multi-lateral in its content. Last year alone, the U.S. government was officially represented at 740 international meetings and conferences. In addition, several thousand private international meetings took place.

The external challenges are many. Approximately $250 billion dollars was spent last year by the nations of this globe preparing for war. Conventional arms sales have greatly increased--and the U.S. accounts for fully one-half of the sale of arms around

the world. Nuclear brinksmanship is the latest international version of Russian roulette. Since 1954, one country per year has gone nuclear, on the average. By the 1980's, there will be close to 400 installed nuclear power reactors in 28 countries. Man-made "nukes" in the hands of self-appointed terrorists are a very real possibility.

Other facts: Close to two million Americans owe their employment to foreign trade. The mathematics of foreign aid in this country reveals that the percentage of our Gross National Product for foreign assistance has declined from 0.50 to 0.25 over the past fifteen years. Half of all foreign aid today is earmarked to four nations of the 150 or so nations in this world--Jordan, Egypt, Israel and Syria.

Now, given these realities, and I have deliberately short-circuited some of the facts on business, trade, etc. in the interest of time, it is clear that the response of American educators and other systems, (the media, for example) to the task of preparing citizens for coping in this inter-connected world is woefully inadequate. Unless some major adjustments are made to compensate for these educational anachronisms, the U.S. may well lack the basic human resources to steer its ship of state through the uncharted, interdependent currents of the next one hundred years. Consider these facts:

1) Less than 1% of the college-age group in the United States is enrolled in any course which specifically features international issues or matters;
2) Foreign language enrollments at all levels have dropped. Of this year's high school graduates, fewer than 2% have foreign language competence. College enrollments are off fully 30% in the last seven years;
3) Fewer than 5% of the teachers trained today have any exposure whatsoever in their training for certification to international or comparative areas, or to intercultural course work;
4) Multinational businesses account for 1/7th of the world's GNP or 1/2 trillion dollars worth of business. Barely 3% of all the people who are trained in international education are ever directly employed by businesses;
5) The current average newspaper coverage of international events which is regularly read by Americans is less than one-half a column of newsprint per day. Only between one and two percent of the average television week on commercial networks features international items. This is the lowest average of 100 nations surveyed by UNESCO. The two other nations in a class with the United States are the Peoples Republic of China and the USSR. In 1975, only 400 or so American staff correspondents were working for U.S. news organizations overseas. That is the lowest number since World War II when there were 2500;
6) On the receiving end, a recent survey of civic education reports that fourteen-year-olds in the United States rank near the top among students in eight countries in their knowledge about local, state and national affairs. We do that local part pretty well, but we were next to the last in knowledge about world affairs;
7) Finally, a 1974 survey of a national sample of 4th, 8th and 12th graders reports that 50% of the 12th graders tested could not choose correctly the Arab country from among these four choices: Egypt, Israel, India and Mexico. And fully 40% of the 12th graders felt that Golda Meir, rather than Anwar el-Sadat was the President of Egypt.

How can this be? As Winston Churchill once said, "The further back you look, the further forward you can see." Unfortunately, American educators took very much to heart the isolationist dictates of the founding fathers. Schools were tools that we consciously and relentlessly employed to Americanize immigrants. For our schools to try to internationalize a now parochial population flies in the face of over two centuries of educational thinking and practice. But fly we must.

You are the gatekeepers to public education, thus I would like to finish my presentation by talking about what has to be one of the live possibilities on an otherwise barren landscape. This is the promising new initiative which is the Citizen Education Amendment to Title VI of the National Defense Education Act. Some of you already know what Title VI is. Breifly, Title VI supports foreign language and area studies, fellowships, research, some intensive language programs in undergraduate and graduate programs, and innovative and outreach areas in international education. Fulbright-Hays 102(b)(6) supports teacher exchange, and curriculum development. I will not go into these programs in the interest of time. Ed Meador is a much better person to ask about them anyway.

Let me tell you that the path to the Citizen Education Amendment made sailing through the Straits of Magellan look simple. On May 12, 1976, the House of Representatives passed a bill to extend the authority for Title VI of the National Defense Education Act. Title VI is now extended at an authorization level of $75 million dollars a year. However its actual funding has never even approximated that total. After a lively and quite hostile debate, a new Section 603, the so-called "Citizen Education Amendment" was included in the bill. I do not think that I am telling tales out of school if I turn to my good buddy Byron Hansford and say that Byron helped us obtain the name of a former Chief State School Officer who once traveled internationally and who could get to a certain congressman from Arizona who was making a motion to strike this bill and kill it. I called this gentleman in the middle of the night and asked him if he would possibly call his congressman. This act, in part, saved the day, and we are grateful that the Chiefs have been on our side for some time.

Some members of Congress, while Section 603 was being debated, simply could not accept the notion that education for global interdependence was not, and I quote now: "a hideous betrayal of American independence." To quote again, "If Congress is going to require taxpayers to spend any additional money, it should be for American History and our own American Heritage, not some potpourri of internationalism and world interdependence." The bill was attacked as a Communist-inspired attempt to brainwash American school children. All one can say is remember the part of the ostrich which is most exposed when its head is buried in the sand.

Now the harder arguments to counter on this, and the ones you have to live with more painfully, are clearly in the funding area. Certainly one of the problems encountered in the area of public perception is that of "the Three R's." The public believes that the schools are producing a low quality education which would somehow be undercut by tacking on yet something else. Let me just read to you a little bit more of the language in the amendment. Then we can terminate this chatty presentation. I also have with me a list of the arguments for support of global education that we are circulating in a memo to interested persons. The arguments that we are using in support of the Citizen Education Amendment are these bulleted, targeted items and arguments. I would be delighted to send them to you. I am begging you to help us because if we do not get this funding, we are going to have another International Education Act on our hands--a beautiful piece of legislation that has never been funded...in sum, a very dead horse.

To conclude, then, I will read from Section 603: "The Congress finds that: 1) The well-being of the U.S. and its citizens is affected by policies adopted in actions taken by or with respect to other nations and areas; and 2) The U.S. must afford its citizens adequate access to the information which will enable them to make informed judgments with respect to the international policies and actions of the U.S." That is the intent of the legislation. To continue: "(a) It is therefore the purpose of this Section to support educational programs which will increase the availability of information to students in the U.S. (b) The Commissioner (Commissioner of Education) is authorized by grant or contract to stimulate locally designed educational programs to increase the understanding of students in the U.S. about the cultures and actions of other nations in order to better evaluate the international and domestic impact of major international policy. (c) Grants or Contracts under this Section: (1) May be made to any public or private agency or organization including but not limited to institutions of higher education, state and local education agencies, professional associations, educational consortia and organizations of teachers. (2) May include assistance for inservice training of teachers and other educational personnel, the compilation of existing information and resources about other nations in forms useful to various types of educational programs and the dissemination of information and resources to educators and education officials upon their request. (3) May be made for projects and programs at all levels of education and may include projects and programs carried on as part of community, adult and continuing education programs."

As we stand now on April 6, the Senate will be hearing public testimony on behalf of Title VI. On April 26 the House will be hearing testimony. Congressmen will be in recess off and on during this time, and will be home in your districts where you can talk with them. At this point, the fiscal year 1977 appropriations stand in the House at $13.3 million--which would not trigger the Citizen Education Section of the report. Let me explain what I mean by trigger. The trigger figure is $15 million in order to protect the existing sections of the legislation from being carved up or destroyed. Now the Senate has given us $16 million. We have worked hard to get the House to agree to the Senate figure in conference so that there is conceivably a million dollars right now for experimental work in the Citizen Education area. Secondly, next year, the

Higher Education community and those people I have been fortunate to work with, are supporting a $28 million dollar figure, $24 million for Title VI and $4 million for Fulbright-Hays.

Let me finish by drawing your attention to this newsletter I left with you. This outlines some other federal budget proposals--other federal line-items that support International Education. It is something you can take with you, and if you have questions about it, you can bring those questions up later.

In sum, the real problem is twofold. One, it is a political problem. It is a matter of leadership and political will. There are a variety of forces at work now that make us a little more confident at the federal level that with local support this program can become a reality. There are a series of congressionally sponsored studies and reorganization initiatives that would split out the gargantuan student aid part of USOE, and leave certain other programs under a new rubric. This means that international concerns will inevitably grow in visibility and access to the Commissioner. Such initiatives should receive higher priority within USOE. The second most promising thing is a certain feeling that there may be some reorganization in the State Department's Bureau of Educational and Cultural Affairs. Numerous calls come into our office, numerous signs that the Congress is asking us what you want. We cannot tell them. I am not a public educator. I am not a school teacher. I am not a superintendent. We really need to have your help. We are willing to prepare any information, testimonies, newsletters or whatever, but only you can take this as a leadership item and deal with the Congress. It is up to you to see that the way things are in public education is not the way things will always be. A 1953 survey of fifty State Boards of Education yielded 54 items considered to be priorities in education and not one of these related to international or global education. Not one is ever going to relate to this area unless the policy-makers and educators can unite to lead their school districts into the world and admit the world into their school districts. Remember, today's pupils must live well into the twenty-first century, so let us all help them.

There are a couple of complicating factors in the Citizenship Education funding picture this year, not the least of which is that the Senate did not act until so late that we are well into hearings on Fiscal Year 1978. At this point, the Senate did mark $16 million. We must work to hold the sixteen million figure in conference. That is our hope. Next year the figure that is being put forth before the Congress for "Citizen Ed" start-up initiatives is $5 million dollars. We really need help now--letters, visits and some feeling generated, especially targeted to the Labor-HEW Subcommittees on approrpriations. These subcommittees are hearing testimony, and will be marking-up the 1978 figure within the next month or month and a half. That could make a difference. There could be five million dollars for this activity. Ed Meador has thoughts on how this may be brokered out programmatically so I turn now to him. It is our fond hope that a good chunk of this funding would be brokered to those states showing an interest in that area and who want and need this money. Remember, the ceiling is $75 million, and with your assistance, current figures can be vastly improved in the future.

ED MEADOR: My office has prepared draft criteria for funding for citizen education. We've held a number of workshops around the country and issued papers on what some of the broad-based Citizen Ed Program considerations might be. If there is an appropriation, we will publish a final guideline and plan for projects Everyone will be invited to comment on the draft regulations to help us prepare the final regulations so that State Education departments, schools, etc. might have an opportunity to say, "Here's the way Citizen Ed should be formulated for 1977 and beyond." This proposed change represents a watershed because International Education efforts in the past have emphasized such things as "neglected" languages, less commonly taught areas, and the training of career specialists. The future direction--emphasizing what we want our citizens to know--although a small piece of legislation, is a program with tremendous potential. I'd like the Council to consider getting involved in an early stage to help us with it.

ROSE HAYDEN: May I ask a question of the Chiefs now, principally because I would like to benefit from their thinking. I would like to know what you have run into at the state levels. I fully agree with the comment that most of the money comes from the local levels anyway, even under Title VI. In the existing program, one dollar of Title VI money usually generates eight or nine dollars of local money. But what have you done as Chiefs to get into this area or not get into this area? What have been your own political and substantive experiences with it? Secondly, do you ever deal with your national congressional delegations in a deliberate or personal way just to tell them what it is that is bothering, say the people of Iowa? Thirdly, and this is sort of selfish, could I leave this conference on Wednesday with any sense of who would be willing to work with us to try to deliver some of these messages a little more systematically for those persons here committed enough to want to move it from a lot of talk to a little bit of action?

HOWARD CASMEY: All right, Ed would like to react.

ED MEADOR: I understand what you are saying. It is commonplace to hear from colleagues at the federal level who say, "Look, if it's all that important, why don't the states do it?" Why can't Utah, for instance, assign International Education a priority--as indeed they have--and let's get the federal agency entirely out of the business. I think anyone familiar with the international field will follow that to its logical conclusion and see a further weakening of admittedly limited resources. You might find the West Coast gravitating more to Japan and China, the South toward Latin American and so on. Indeed some states would provide the attention that is necessary, but I don't think it would be comprehensive and I certainly do not think it would address the national interest issue as efficiently as having some federal presence and leadership to orchestrate and suggest ways in which elements can be combined and strengthened. Having watched international concerns as the least priority and "last concern to be listed" in USOE, I often remark that International Ed is the portion that comes after the final "and" and "comma" in a series. In the final analysis, what we are talking about is attitude more than it is money. We need to resolve to do more in this field so that some of the major issues can be confronted. Otherwise, I'm afraid we are doomed to repeat the mistakes of the past. We can substitute a Burma for a Cambodia, or India for a Vietnam or other horrors, but in the long run, neglect is going to cost the nation far more than adding yet another educational "priority," distasteful as this may be.

ROSE HAYDEN: Just one comment on that. I can fully appreciate that and would like to add that there must be an overview, looking at the whole purpose of education, backing off and considering some of the complementary elements as well. If one says that education is to be high quality, and if education is to be reasserted as a national value, one dimension of education would be to include in some way or another this global dimension. We should not list it somehow on the fringes as a special competing priority, or one that knocks out of the race another more down-home kind of program.

ED MEADOR: The pattern of the recent past is that the administration has requested less than the Congress is willing to appropriate. I think the Congress is ahead conceptually of the Office on the importance of the international programs. We might draw up a budget, specifying six to eight to ten million dollars for all world areas and all educational levels and all concerns. The Congress, in my view, would have been willing to listen to a justification that would have doubled or tripled that in the last few

years. The Administration was not willing to concede it and my own agency has not been all that enamored of International Education since it is a small discretionary grant program that's labor intensive and internationally focused--while the agency is domestically preoccupied. It doesn't have a need formula built into it and it's different. Because it is different and because it is nobody's priority, it has languished. This has come at a time when new developments in the world and interest in the U.S. in interdependence have impacted our lives. The political fact is there is more potential to be gained out of this than has been exploited to this moment.

ROSE HAYDEN: I can say that in my talks with some congressional aides as recently as last week, they kept saying that we understand this program and we think that it is good. Congress has shown its intent by authorizing $75 million dollars. The Administration has not given it a priority. Of course, we are still dealing with the Ford budget. We do not really have a Carter budget yet. Nonetheless, Congress keeps saying we have got to hear it "from the folks back home." We have got to know from our own educators that if we put this kind of money into the hopper, some of them would feel that it is important and that it would not be offending anyone in my district if I stood up and said I voted such and such amount. So the feeling is that Congress has been in favor of the program, has been arguing for this kind of popularization of the program in the best sense of the word, and would respond. Also, you are quite right. Staffers do not like to read more than two pages. If I may, I will put together that kind of brief memo immediately and will see that anyone who wants to receive a copy will get it.

ED MEADOR: I earlier said I thought basically the programs have drifted for a decade. The prospect of a "cheap" way to achieving a major new purpose in education, I feel, needs a political approach. It also needs some basic attitude changing that I think you here can be helpful with. The Chiefs have been instrumental in protecting what international priority we have so far. We wouldn't have a Section 603, in my opinion, were it not for the Council's intervention at the key moment in the debate on legislation. The problem is like an onion. You peel a layer and come to another layer and you keep going and pretty soon you come out on the other side and you wonder what you have done with your onion. Jack (Nix), I wanted to mention one other thing. The project that you had in Georgia several years ago to take a group of superintendents to Africa to look at African thought and culture, to my mind, is the kind of activity that we might look to do in Section 603 Overseas Activities. I don't know if the group is familiar with that project or not, but we worked with the State of Georgia to take a number of superintendents abroad, to look at "roots," if you will. We wanted to relate the world and issues in Africa to education issues in Georgia. From reports I have had, it was a great experience, although relatively high cost and brought an incremental change for a number of education administrators.

ROSE HAYDEN: On the question of the Administration and trying to make good Mr. Carter's claim to have a dialogue in this area, there have been some efforts. A good many political appointees are only now being confirmed. A lot of the deputies and other officials are not yet in place. Several attempts have been and will continue to be made. However, I am reminded of a story going around Washington now that President Carter is so naive about Washington that he thought that Rock Creek Park was a South Korean lobbyist. So, I think it is going to take a little time. One last comment. Yes, one does not really want to accept this kind of gift. As I said, we are from Washington. We want to help you. You are going to be a little nervous about that. The only point I would like to make is that if this fits the needs of the social studies in one state, but in another state would better fit in another area given humanistic and artistic and other dimensions that were brought out by Fred Burke, I would hate to see this cut out locally because somehow it does not fit immediately in a social studies program. This is not to slight our best allies in Washington who so far have been people like Brian Larkin of the National Council for the Social Studies, who have worked very hard with us and who clearly see the potential for programming in the Social Studies.

During the passage of the Citizen Education Amendment, the initial language contained the words, "curriculum development." The amendment was attacked, reflecting the fallout of bitterness over the MACOS Project. Do you people remember what that was--"Man a Course of Study" that the National Science Foundation put out. I guess it was the good folks of West Virginia who did not like their kids being told that Eskimos have more than one wife or something like that. So there was a real political explosion

over that. Thus, in order to get the bill passed, "curriculum development" as a national (federal) as opposed to a locally initiated initiative had to be taken out of the bill. However, the bill, from what I read to you, allows for the development of local materials, locally designed. If this meets your priority in West Virginia, then you can seek a developmental grant to work in curriculum development. You would be eligible. I was impressed last week when I was out in Salt Lake City at Dr. Rigby's and Dr. Talbot's conference that about 500 people came out in a blizzard to hear about these developments in International Education. There were operational people--the people who were actually doing it. In addition to the policy-level intervention by state leaders in education to try to bring about a greater change, one can think of this funding as topping-off money to underpin the energies and activities that already exist. Maybe it is less frightening to view matters this way, and it will have a better chance for success.

ED MEADOR: I have just one comment. If we receive an appropriation the draft rules that we have ready for publication will be sent out nationwide through the Federal Register. We plan a period of public comment in which all are invited to respond and react to what we have drafted, and to propose revisions as they see fit. We will then issue a final draft that reflects the input from the country. This also gets back to the question of whether we really are in an era where we want citizens to participate in issues such as this. I think in the case of Section 603 we have gone a long way toward insuring active citizen involvement in Citizen Education and I would hope to see that continue.

HOWARD CASMEY: Thank you. We are going to have a short coffee break, but first I want to thank Rose Lee and Ed for a very good presentation.

AVARD RIGBY: Ladies and gentlemen, I'm Avard Rigby, Assistant to the State Superintendent in Utah and it is my privilege at this time to chair the presentation that has been announced in your program. As you know, this is the first of four technical assistance sessions scheduled for this conference. We have three distinguished presenters for this session--Stephen Rhinesmith, Audrey Gray and Irving Becker. Each of them will discuss a facet of international exchange programs in which he or she has special interest. At the conclusion of the formal presentations, we will invite your comments and questions. I think were we to permit questions at the conclusion of each, it might tend to preempt some of the information which will be presented at a later time. So let me introduce Dr. Stephen Rhinesmith who is President of the American Field Service International Scholarships program (AFS). Dr. Rhinesmith assumed the presidency of AFS in 1972 and currently heads an organization sponsoring more than 5,000 students who are exchanged annually between the U.S. and 60 countries in Asia, Europe, Latin America and Africa. Prior to joining AFS, Dr. Rhinesmith was a management consultant for the U.S. State Department, United Nations and other organizations with international staffs. He is a specialist on the influence of culture on management practices. Dr. Rhinesmith will articulate some of the purposes and objectives of selected agencies and organizations which are currently providing leadership, motivation and technical knowledge for international exchange programs.

STEPHEN RHINESMITH: I'm very pleased to be here today to represent not just the American Field Services but the international education movement in the United States. International exchange has been in existence on a large scale since the second World War when the idea began to build with momentum.

My comments will be reflective of some of the ways in which international exchange in this country can support public education. They will reflect experiences of the American Field Service, Youth for Understanding, the Experiment in International Living, Rotary International, Partners of the Americas and the other programs that are involved not only in the exchange of students but also teachers and administrators between this country and others around the world.

I have been asked to speak about the "why" of international exchange. Why do we do it? I'd like to speak about the general purpose and some specific objectives. If you look at what has happened in the international arena over the last ten or fifteen years, you will find that there have been many educators who have been working on curriculum design in an attempt to introduce global and international perspectives into the school systems. But those of us operating in the exchange field have not come together with the curriculum reformers and other kinds of educational groups.

You have heard a great deal today about the problems and goals of Global Perspectives in Education. I think that the international exchange movement can be a positive force in creating an atmosphere in the local community which is more receptive to allowing global perspectives in education in the school system.

The purpose of AFS and other organizations in the field of international education has undergone a series of evolutionary changes over the last twenty or thirty years. We have primarily been identified over the years with the concept of peace. Somehow international exchange programs are supposed to lead to peace. I'd like to tell you that I wouldn't want to have the success of anything we've done be judged by the peace we have had in the world, because while we may be generally working toward the accumulation of some sort of understanding between peoples, I think it is very naive to assume that will lead to a peaceful world. We have also been characterized in this movement of international exchange as people who are working toward international understanding. But international understanding has been a very fuzzy and very difficult thing to get your hands on.

One of the difficulties we have is a lack of specific research which demonstrates what has happened in the last thirty years of international exchange experiences. I am speaking now primarily about the secondary level. As Ed Meador mentioned, it is easier to demonstrate the relationship of international exchange to national priorities, economic development, transfer of skills and technological resources at a higher education or post-graduate level because you can talk about a national development plan. In fact, on a secondary level, we find that many Ministries of Education will enter into programs with the United States based upon English language benefits. They justify the exchange as an English program. We see it as a program in cross-cultural education. The fact that they allow the students to come to this country is the important issue, not complete agreement on the objectives.

The problem we have with all of this is that we are identified as concerned with either peace and international understanding or with language and area studies. We tend to be put in slots and the slots affect us in terms of our ability to help you and in terms of funding and authorization to operate. What I'd like to do is broaden the way an international education exchange can be seen today. I do not necessarily want to expand the number of people being exchanged, because that is necessarily limited by the expense of this kind of a methodology. To do that, we need to redefine some of our purposes. Let me suggest two areas.

The first is, in terms of the development of specific competencies. I've mentioned that students and teachers who have been involved in international exchange up to this point have tended to see their experience as one of a broadening of cultural awareness and the attainment of language competency. But international exchange can go beyond this to the kind of thing Fred Burke talked about this morning - the development of a sense of dignity and self-confidence.

One of the results of an international exchange experience is that when you go abroad and are confronted by some of the differences that exist in other countries, you learn a lot more about yourself. Many times you learn more than you do about the country you are in. We have found with many students that their sense of security, self-worth and competency is elevated. They go through the experience of moving to another culture, adjusting to that culture and finding out more about who they are by

being reflected off that culture. Now that in itself is a developmental educational experience that a student experiences. This is something that can have a tremendous effect on his or her sense of self-worth and dignity.

A second question we face in this field is how to take an isolated international experience for one student and make it relevant for a larger system. That's the problem that you have in becoming involved in international exchange efforts, because nobody can expect you on a state level to put a lot of money into a program that is going to support only two or three hundred students going abroad and two or three hundred students coming in.

The challenge for those of us in international exchange is to find ways to increase the impact of international exchange efforts, be it at student or teacher level. While the impact on the teacher and administrator level tends to be more readily observable, we need to see how we can multiply the benefits for others on a student level also. That will be discussed by Audrey Gray.

Many of us in the field are working to develop methods to assist schools and communities which are involved in international exchange experiences which work with local organizations to better facilitate their awareness of the results of this experience. For example, every student involved in AFS is required to give speeches to local community groups, to participate in local media and to tell the story of what they are experiencing currently or have experienced in the past. We have students in 2300 secondary schools in the United States. With 2300 foreign students using the media and local civic organizations to help people understand life in their community as seen by foreigners, we have a powerful way for Americans to become acquainted with different ways of viewing their life. This is an effort which can be of assistance in introducing support for global perspectives in the school system.

Beyond that, we are encouraging students to become more involved in the schools themselves. The first thing that we can do is to work more with you to try to create a climate in the community which is aware of an international dimension or global perspective on local community issues. The students who are with us in our high schools and the students and teachers who have gone abroad are excellent resources.

We also need to incorporate within what has been a cross-cultural living program, some conceptual framework against which people can begin to take their experience in living in a community in the United States and understand its relevance to common global problems. In other words, they should extend what has been a bilateral experience of a student or teacher going abroad to another country to examine other global implications of what they are seeing in another country and what they have seen on their way home.

This gets us into all the touchy political questions that you are facing with your own constituency when you look at global perspectives. AFS held a World Congress last fall with people from sixty countries. We discussed and debated from a policy perspective whether or not we as an organization were going to get into the global perspectives business. To even raise the question of human rights in Chile is a problem - a political act. You don't have to say that all people have to be treated equally, but just raise the subject. To raise global issues in various communities in the U.S. - whether you take a normative position or not, is a political act. These are real problems we all face.

We are trying to move ahead with an approach which may be helpful for you. We are attempting to conceptualize the question of global perspectives in a way which raises a consciousness that goes beyond national and local concerns. For instance, we can examine the international and global implications of what a student is studying now, be it social studies, foreign language, art or whatever. We can look at the global dimensions of the subject and study the ways other societies view it. As Fred Burke said this morning, there is not only the concept of beauty, but there are many different perspectives of beauty due to different thinking patterns.

If we do nothing more than to help the student and the public to understand that there is more than one legitimate solution to the problems of society and the problems of the world, we have made a large step. The touchiness of the situation for all of us is that people feel compelled to go beyond the acknowledgement of differing perspectives to prescribe normative solutions to the difficulties we face - birth control must be instituted or nuclear proliferation must be stopped or all people have to be <u>guaranteed</u> a certain minimum standard of living.

We must separate the prescribed solution from raising the consciousness. We must focus people toward asking the question and seeing that there is another perspective. That's what we are trying to do. I don't know whether it is going to be possible or not, but it seems to me there is a way in which one can move toward raising issues and not necessarily suggesting answers. I think that this is really the keystone to political survival - introducing global perspectives into our public school system in the U.S.

We in the international exchange field need to work more cooperatively with you. We need to find ways in which we can multiply the efforts of students and teachers. We need to help these people tell what they are seeing and feeling to others and we need to assist them by providing a framework which allows them to put what they are experiencing in a context that goes beyond a bilateral relationship. It is important that they understand that their experiences have some ultimate implications for the ability of people from all countries to work together over the next twenty-five years.

All I can say on behalf of the field of international education is that we would like to do all we can to assist you in this. One of the things about the exchange field is that we are a group of people who are already in operation. We are already a positive force for global perspectives in many of the schools around the country. We would like to join forces with you and work with you in a more cooperative way and not be just an appendage that is available to a few people in selected school systems around the United States.

Thank you.

HOWARD CASMEY: Dr. Audrey Gray is director of education programs for Sister Cities International. Her extensive professional experience in the field of international education includes six years of overseas service; three years in Thailand with the Ford Foundation; two years in Beirut, where she developed programs for women; and one year as a teacher of psychology at army bases in Germany. Dr. Gray will discuss International Education in relation to the school curriculum and what programs, projects and activities merit the consideration of state education agencies in the public schools which they administer.

AUDREY GRAY: I'm very pleased to be with you, and I feel that many of us on these panels are actively involved in organizations whose purposes are to develop and implement international and intercultural programs. We believe that a global dimension is crucial as the young people in our schools move into the 21st century. We are all working on various components which illustrate what actually is being done to promote a global perspective. We are aware of what's out there in the field that some of you might not be aware of, and of all the different things that are going on.

I want to highlight for you a few very specific examples of international exchanges, how they have multiplied and how they have had an impact. I hope to illustrate how an international exchange program involving the exchange of students, teachers, administrators and citizens in communities in many states can actually impact upon the school and the curriculum and become a curriculum enrichment adventure. There are many organizations facilitating international exchange. None of us want you to feel that we three are the only ones in this field. I shall cite a few examples of exchange programs of different organizations of my colleagues and naturally a few from Sister Cities International.

First, an example of a Sister City exchange program. In York, Pennsylvania, more than 1,000 students from all the city and county junior and senior high schools participate in the Sister City Committee. They hold regular meetings to learn about the life, culture and language of their Sister City of Arles, France. This great interest in France and the French language and culture grew from what was originally a very small exchange program between York and Arles. Partly as a result of early exchange programs, French is being taught to many hundreds of students in the elementary schools in York.

Maybe I should mention what a Sister City is, since that is a confusing concept. Sister Cities are formed when a relationship between a U.S. community and a community in another nation is formally agreed upon between the mayors of the two cities. Cooperatively planned programs are developed so that the citizens in each city can learn about each other and participate in friendly exchanges. These exchanges can involve people, ideas, or objects and a wide variety of educational, youth, cultural, professional and technical projects. There are presently 620 U.S. cities linked with over 800 foreign cities in 76 different countries abroad.

I want to concentrate on educational and youth exchanges, to see how they relate to our topic here today. In a sample survey done a few years ago, out of only 14% of the 600 Sister Cities, they counted 4,000 young people who had been abroad to visit their Sister Cities in one year. This is a significant program of international relations and learning about another culture for those young people. All of these youngsters lived with local families, and many attended classes where they developed new friendships. The kind of exchange program in which the Sister Cities participate can vary in length from one week to one year, as most exchange programs do. Quite often it's a semester--the average is at least 30 days.

When we think of all these students who have been abroad and lived in other cultures, I think it is important that we regard them as a rich resource for our schools and communities. Quite often, young people return from abroad and no one even asks them about their experience. One aspect of the Sister City program which needs strengthening is the effort to encourage those students who have been abroad to talk to community groups, schools and churches. They can assist elementary teachers who might be teaching about that culture, and can also assist with language programs. In the same way, the thousands of foreign students, who are here on exchange programs, can be considered a rich educational resource.

Now, teacher exchanges are also a very important part of many of the exchange programs we are talking about. I have an interesting example of a teacher exchange which was facilitated by the Experiment in International Living. This exchange happens to be between Baltimore, Maryland and Gbarnga, Liberia--two Sister Cities we work with. There are close connections between Baltimore and Liberia anyway, because Liberia was founded originally by Black Americans from Baltimore.

When these cities started the Sister City relationship, they wanted to emphasize educational exchanges. The people in Gbarnga started by sending their Superintendent of Schools for nine months to Baltimore to learn about U.S. schools, and then they instituted the Teacher Ambassador Program. From that point onward, people went back and forth, bringing artifacts from Liberia to set up a children's museum to help in teaching about Liberia, and carrying things to Liberia so they could teach about the U.S. The Teacher Ambassador Program was a one-year exchange program whereby a teacher from Baltimore went to Liberia, taught in the schools there and served as a resource person for them. In return, a teacher from Liberia came, lived in Baltimore and taught in the public schools.

I met this young Liberian, Paul Mhulbah Richards. He is a fascinating person. He spent one day a week in one school, acting as a resource person and working with various teachers--not only with those in the field of social studies, but also art and music teachers. The other four days a week, he traveled through the district and visited classrooms on invitation. Once I said to him, "Paul, how many young people did you talk to last year?" He answered that he had worked with as many as 7,000 students during that one year in Baltimore public schools. Baltimore and Gbarnga are carrying on exchanges and using the Liberian museum as a resource for teaching much more about Liberia and African culture.

The AFS program, which Steve (Rhinesmith) mentioned, makes a definite effort to have its exchange students serve as resources. The advisor on each campus has a handbook to help him use the foreign students in the community to give lectures and assist in language tutoring. My other colleague, Irving Becker, who is representing the Council on International Educational Exchange, has a program in cooperation with the secondary school principals called the Schools Exchange Services. We hope to do some overlapping with the Sister Cities program and that program in the future. In that program a U.S. school is linked with a foreign one, and there are student and teacher exchanges at the high school level with such countries as Germany, Japan, England and France. They are going to begin exchanges with Venezuela next year. They send between ten and fifteen students per school a year, who spend three and one half weeks in the other country, living with host families and attending school. It's a program that continues, so that after a few years, large numbers of students have participated in the exchange. Some of the spin-offs are the interest of other teachers in going to a school with such a program and considerable interest among students in learning the foreign language.

Now, at Sister Cities we are involved in a similar effort to that which Steve was telling you about. We want to have more impact on curriculum and to work more closely with other people that are working on curriculum programs. I'd like to tell you about the program in Oakland around which we are modeling a national program.

The School Affiliation Program in Oakland, California links sixty-eight public schools in Oakland with sixty-eight schools in Japan. Now, this program was started by a public school teacher who visited Japan, met with the school people there and discovered that they wanted to start a school-to-school program. They gave her a list of public schools with which they could establish links. She went back to Oakland with this idea, and they ended up asking her if she would direct the program the first year.

She did it on a voluntary basis. She gathered together considerable material about Japan and its culture, and she ended up with about three or four boxes of curricula materials that circulate through the school system. She helped the teachers develop units on Japan and went around and talked with teacher groups herself. She helped these schools link up with schools in Japan.

Now what does this mean? They continue to have exchanges of students both ways. There are about fifteen or twenty a year. When a school administrator from Japan comes to the area, he always makes a point to visit the school affiliated. The youngsters study a unit on Japan in every classroom that is linked with a Japanese school. There are two exchanges per year of objects--mostly pictures, examples of school work, slides, etc. Each classroom in the Oakland schools sends two mailings a year to a Japanese classroom, and each room receives two back.

I had an opportunity to visit a classroom in Oakland, and I sat and listened to some of those teachers. I talked with the youngsters, and it was exciting to see these students in the inner-city schools in Oakland, primarily Black and Asian-American, become excited and interested about their Japanese friends in their Sister City. It was remarkable to see them so well-informed about that culture.

This is a wonderful starting place for international understanding. It is not the only way, but it is one vehicle for encouraging understanding of other cultures. I should think we could develop international curriculum to provide a global perspective.

The Oakland program serves as a model for a program which we at Sister Cities are now working on nationally. We have a grant from the Exxon Foundation to support the development of School Affiliation Programs within the Sister City framework in Sister Cities throughout the U.S. This is the project I'm involved in now, and I wanted those of you who already have active Sister City relationships to know that there is much interest in this program.

At present, the state which has the most affiliations is California (200 of our 600 affiliations are located there). Linking exchange programs to Sister City programs which have already been established adds much strength from the start, since active Sister City committees constantly travel back and forth from their own cities to their affiliated ones abroad. They are able to supply materials, and they can program people through the schools, so that it adds strength and continuity to the program. We think this is an example of a way of taking what used to be an exchange program and developing it into a curriculum program and spreading it out in schools, both elementary and secondary.

Last week, I had a call from Gigi Leworth. Maybe some of you know her. She runs a Swedish exchange program, and we're working on a plan whereby we can take some of her Swedish exchange students and put them into Wilmington, Delaware, which is a Sister City of Kalmar, Sweden. Eventually, we would like to set up an exchange between the high schools. I think it has lots of possibilities, and it is one more example of a step taken by an organization which is trying to become more involved with school people and with international curricula. We'd love to help you with whatever you are doing in this field.

HOWARD CASMEY: Our final presenter is Irving H. Becker who is Assistant Executive Director for the Council on International Educational Exchange. Mr. Becker has had long experience. He has served as advisor to numerous American colleges, universities and secondary schools in the organization of study abroad programs. His assignment with the Council on International Educational Exchange include the development of University programs in the Soviet Union and the development of curricular enrichment opportunities for high school students and faculty through his organization. They exchange students between American and foreign schools. He's also had extensive experience in India and other international assignments. Mr. Becker will identify selected organizations, personnel and resources which can facilitate the development of international education programs and describe some of the processes through which these program objectives can be achieved.

IRVING BECKER: As to my own organization, the Council on International Educational Exchange is a grouping of American universities, colleges and educational organizations such as American Field Services International Scholarships. Our work over these last thirty years has been twofold. One, to provide direct supportive services to those members in carrying out their own exchange activities and second, to target, to experiment, to develop, to try and introduce new types of educational exchange opportunities for American undergraduate students and high school students. Part and parcel of that effort has been not only sending students abroad, but also facilitating the arrival in the U.S. of students from other countries. What I'm supposed to do this afternoon is to share with you some of the "How." I will try to enumerate a number of the things that I feel you ought to be aware of. In attempting to catalogue the various components of international educational exchange, one is almost tempted to use a shopping list approach; however, to do so would, I believe, be in error since the only constant in the terms "International Educational Exchange" are that more than one country or international boundary is involved, that the sharing or experience of another culture through personal participation is contemplated and that the medium to be used is the program or experience that the student will be directly participating in.

While the resources of foreign countries can be rich, the key to them can often be elusive. It is most important that your aims and objectives not only make sense at home, but that they are realizable abroad. Above all, identify realistic resources and the means to unlock them in your target country or countries. Try to maximize your use of local resources, facilities and people. Be prepared for pre-program visits, extensive planning meetings and most important, a candid analysis of whether or not the original goals can still be met or will have to be modified or possibly even scrapped. Remember also that programming abroad for a group of students can be vastly different from your own travels abroad, either along or with family members or in those days with the military. Not only are there differences in arrangements, that is, transportation, lodging, food, etc., but costs will be different--sometimes higher--though some group-type savings are invariably possible.

Fortunately there are a number of well experienced educational organizations whose primary concern is the validity of experience and the quality of the program to be planned. Some of these have already been identified for you. They can either help you organize your own program or enable your school to participate in a program already administered regionally or nationally. There are advantages and disadvantages to both. Each organization has its own particular mission and approach. You should check these out and satisfy yourself that their particular approach to education exchange complements those goals you have set for yourself, both as a school system and as an educational community. Be confident that the person or organizations that you are working with here and abroad has a good track record. However, this is probably the most difficult area to assess and probably the best way to do this is to speak to someone who has utilized the services of the individual group.

To determine how realistic are the goals you have set, also determine if your major emphasis will be school centered or travel oriented or a combination of both. Take into consideration those of your students who will probably be in the majority, namely those who will not be able to participate in the broad aspect of the program. Question yourself as to whether the program can be so designed as to encompass a broader spectrum of potential participants (i.e. those who of necessity's sake will remain at home). Can the program be so conceptualized as to also provide them with benefits? Another objective should be the involvement of the community in the program, not only for the potential funding reasons, but also as part of your own outreach activity. Nothing seems to create greater community leaders' interest than does participation in an exchange project, except possibly concern about school finances.

Thus plan your thrust recognizing an international exchange provides an excitement shared by students, teachers and parents alike. To avoid being considered a travel exercise, tour or excursion, conceptualize the program as an adjunct to curriculum. Nothing seems to enrich as much as a bi-cultural experience, particularly when the school population, or at least a part of it, has an opportunity to go abroad. They can also often serve as a host to an identifiable group of foreign students and faculty here in the U.S. on a regular basis. In planning an overseas program or in establishing guidelines for a cooperating organization, be certain that the following are borne in mind: Avoid the so-called "today must be Brussels syndrome" of extremely short visits. Be certain that the proposed itinerary is so planned as to enable participants to develop some understanding of the country or countries to be visited. Also bear in mind that while our constituents may be young, their energy will be sorely taxed by the changes in time, shifts in accommodations and adjustments to new locales. Because the secondary school student oftentimes is more oriented to people than places, high priority should be placed on developing personal contacts within the program and within a host community. Where possible, see to it that the program includes opportunities for direct contact with local persons. This is best accomplished, we find, by living with a local family. However, if this is not possible, then visits to schools, homes and youth centers, socials and travel with local students are all important factors to be considered.

In planning the programs for each country, include information as part of predeparture orientation which should then be periodically reinforced after arrival abroad. Try to incorporate into the presentation of the new country a balanced view, including economy, politics and culture. Whenever possible, use local people to provide the insights. Your accompanying faculty member can be successfully used as a bridge between the presentation by the visitors and the goals established by the U.S. sponsors. Needless to say, programs for this age group--and by this we are referring to secondary school students--require close attention to the stability of the student, the receptability of the host family and the school to be attended.

If yours is to be a school centered program, please note that it is most important that clear channels of communication should be maintained between the main program office, the school and the family. There must be a program administrator or leader in the local community for ready contact.

A major area of concern is also that of finance and administration. All too often, the success of a program depends on how sound its base is. Finances need to be considered not only on a local level, but also in relation to other organizations, particularly those undertaking work for you or as related to the specific arrangements you will be making directly with transportation agencies, foreign vendors and staff. The budget should be carefully drawn so as to reflect expenditures necessary in the U.S., both pre and post program, as well as those necessary for the actual overseas experience. Also because student participation may well depend on finances, the concept of a scholarship fund is most important and given the curriculum role to be played by the overseas experience, possibly this provides an additional justification for scholarship funding.

We have found in school exchange activity that the presence of a teacher from the participating school is most important, not only for the stability that it lends to the student group, but also from the standpoint of the teacher's own professional development. Crucial here is the fact that the teacher's involvement is based on an assignment, not on the fact that she or he has successfully recruited "x" in order to get a trip costing "y." This is a very important distinction. It is a matter of ethics and also a matter of motivation. It is also a matter of whether the teacher who goes is properly suited to do that job, recognizing that not all teachers meet these qualifications.

Before concluding, permit me to add one further suggestion relating to role and responsibility of the school, not from the perspective of curriculum or any of the above areas I have already spoken to. A concern of all of us is the question of legal ramifications of program participation and the degree to which your school systems can be held accountable. Over the years there has been a tendency to disassociate schools from legal responsibility with the refusal to formally endorse or actually sponsor a program whereby your students go abroad. Individual initiatives by teachers, whether alone or in concert with outside commercial organizations, have created the feeling that what is done privately is of no legal concern to the school. I would raise the question as to the probable validity of this assumption and wonder how well such a contention would stand up in a court of law, particularly when a student or students are being recruited by teachers who hold appointments in your school systems, when programs are announced or advertised during the school day, when meetings and reports of students

and faculty take place during the school day, and when the channel of information about the program and the eventual participation of students come through the schools and their resources.

I would urge that all programs that your schools are involved in be examined for legal protection and by this, I am referring not only to health and accident insurance but also liability insurance. A number of program organizations do provide these types of coverage. I would strongly urge that you do so as well. Just as a point of information, for the programs that our own organization sponsors, we carry a four million dollar liability insurance program that provides protection for all participating U.S. institutions and organizations, their staffs and also the corresponding institutions and staffs abroad. It may well be that proper levels of insurance can be provided by a relatively simple and inexpensive extension to your existing policies. However, be certain that these policies will also be in effect for claims entered abroad or as a result of accidents or events that occur outside the continental U.S.

As to program resources, quite a number of these have already been indicated to you by previous speakers. I'd like to just make a few additional remarks. Remember that some of the organizations are those to whom you can send your own students singly or in groups. Others will sponsor direct exchanges of students and teachers. There are also some who will assist you in developing your own program, tailored to meet your own special needs. It is this latter category that is considered to be very important because priorities may well differ from state to state. The age level of students you deal with is also important. It is important whether your emphasis from a curriculum standpoint is social studies, language, or global education. Most of the organizations referred to have staff in the field and are available for consultation. In addition, each publishes material and information on exchange programs and services and of course, they welcome inquiries.

In summary, let me share with you a brief excerpt from an evaluation report written by a teacher from a Connecticut school, who just this year served as group leader for a group of students who went to their Sister School in France. "Apart from the benefits derived in increased language learning, I cannot stress enough the benefits derived in human experience by each and every student. How refreshing it is to see the American adolescent rise to the occasion of adjusting to human beings whose culture is different from his. How invaluable is the lesson of not acting as a guest, but as a functioning part of a host community. How enriching is the experience of wider horizons which the prolonged encounter with foreign people affords. How humbling all these experiences are and yet how lasting and worthwhile in the total formation in any one human being."

DON BRAGAW: I am Don Bragaw from the New York State Education Department where job security begins at the top and where both Norman Abramowitz and I have worked for a number of years with one of the most talented people, Joe Nyquist. He will be with you tonight and tomorrow. His work in global education has been extensive and extraordinarily inspirational to both the Center for International Programs as well as to the Bureau of Social Studies. It is our job, your job as Chief Administrator, and my job as an administrator of a social studies program, to literally have to carry out the programs. We have to integrate, infuse, weave or create new curricula wherever they may be or wherever they do not exist. We have to concern ourselves with such things as Consumer Ed, Career Ed, the gamut of basic skills, Environmental Ed, Women's Studies, the return to American History--which is a rather extraordinary thing and the reaffirmation of civics and citizenship in adult survival skills. But we are asked to implement and the people that are with us this afternoon are those who can help us because they are developers--both of curriculum materials and instructional materials--which will help us to implement them individually. I am going to pass out a sheet of paper on which each person's name and address is listed. The order in which they will speak will be the order they choose. Larry, I think you are first.

LARRY CONDON: I did want to talk and broaden the definition of what we are working on. When I say "we" I mean all of us sitting at this table as we work as closely together as we can. I wanted to broaden the definition from what we were saying when we said international or international studies. I think when we say "International" we obviously don't mean international relations, but something that is more inner-directed, in the sense that what we are talking about is not helping students understand more about another country for the sake of that country, although that's important, but helping students understand something about themselves in relation to others. We are helping them understand something about themselves and other people in the context of those people, and we mean by other people, people next door, in the next town, next state and people in the rest of the world. We are helping students understand the inter-connectiveness of the world, the inter-connectiveness of life and how the choices and decisions they make impact on others, and in short, knowing, understanding and caring about their world.

I'm sorry that Commissioner Boyer isn't here because I had a chance to read an excerpt from a book he wrote in which he talked about education for survival. He talked about survival for the 21st century and he said in essence that that kind of education has to draw on the wisdom of the past. That ought to please the historians. It should organize our present knowledge about the world and it should focus on alternatives for the future. I think that most of us recognize that a lot of really good things are being done. Most of us are working in at least a variety of states and it's not that you aren't doing enough, it's simply that the world is changing very quickly. There are a lot of pressures on you and we have some of the resources, we think, that can help you in terms of broadening the context, which is what Steve Rhinesmith did. I would like to respond to the people from Ohio and Pennsylvania. We are really talking about basic skills. If the kids don't know how to read and write, they are not going to ever have global perspectives and so whatever we do has to take that into account. We are talking about basic education. What is more important than knowing about your world or your relationship to the world. What we are trying to do is to take into account the hard political realities that you have to face. If you have to do all these other things, why are you teaching international? And again that's in a sense why we are trying to step back and put it in a context of the student in relation to it. Don Bragaw asked the question of how to get to it. You don't get to it by writing guides and materials. We are very lucky to have a grant from the National Endowment for the Humanities and that grant is an attempt to do some of this conceptualization K through 12--to identify the competencies and the capabilities we think the kids will need to have if they are going to be capable and competent citizens of this country in the global age. We are talking about capability which will be developed by the ages of eight, eleven, thirteen and seventeen. These are the kinds of tools we think you need, but you don't just do it by writing guidelines. You do it by trying to support what's going on, by supporting integrated efforts. You do it by finding ways to put this material in U.S. history courses. You do it by trying to deal with language-arts courses. You try to support the administrators who are on the line in answering the questions. If they have to deal with basic skills, they have to deal with basic education. Then you try and address those kinds of concerns. Rose said you are the gatekeepers and that is probably true. If you are the gatekeepers, we have to make sure that what we are coming to you with is not an avant garde thing, but something that is

hard, practical, real and fits your needs. It is something that all of us believe is personal, pressing, human. It's local. It affects all of us. What we are trying to do is to find a way in which this becomes a part of the first grade curriculum, second grade curriculum, the U.S. history course or the language arts course. There are materials on the back table. The gentleman from West Virginia spoke about Lee Anderson's conceptualization. You will find a draft of that in here as part of that comes from the Mid-America Program which Jim Becker is operating. All of these people have had some input into it to try to answer some of the hard questions you are dealing with. This booklet is going to be back there too. There are a lot of good, exciting, practical programs going on. We can't tell you anymore about them right now, but we can write to you about them.

DON MORRIS: First of all, I represent the School Services program of the U.S. Committee for UNICEF. I'd like to take time to tell you more about our general program of School Services, but I don't think that it is as important as wearing my other hat that is represented by being a consultant with specialization in the Elementary School Global Education area.

As such, I want to call attention to the elementary teacher's kit you have in front of you. It's called "Teaching About the Child and World Environment". I want to use it as an example of how we have tried to draw upon some very current information to relate global concepts to the child's experience. Someone mentioned in the paper today the great climatic changes we might be in for in the near future. In one of the units in this material, we are talking about things as up-to-date as the recent Oregon, Idaho, Washington legal hassle about weather modification and the stealing of one state's rain by another. And then we compare this to similar problems between nations. We are also talking about the effects of the Winter of 1977 and we are looking at this on a community basis of perspective before relating it to global problems of environment. I hope you will take time to look over this kit. I might just mention that last year because of a workshop we presented in Honolulu, I had a chance to talk to people in the Hawaii Department of Education. They looked over some of our material and right now a similar teacher's kit, "Teaching About Interdependence in a Peaceful World" is being used in every elementary school in Hawaii. The elementary teacher's kit you have in front of you just came from the printer, so I can assure you that it is up to date.

I would like to tell you what we can do for you in terms of direct assistance. Obviously, we have a very small educational and school services department at the U.S. Committee for UNICEF. As you know, we are primarily a fund-raising organization. However, on a limited basis we can work with State Departments of Education to help you review some of your state curriculum material, such as conceptual frameworks, curriculum guides and other state educational resource materials. We can also work with you to help plan and to provide materials on a very limited basis, or work with you in planning and presenting state-sponsored workshops. We could particularly help you in terms of in-service programs in the area of global education at the elementary school level. Please feel free to contact me directly for such assistance.

In the remaining time, I would like to share a few ideas and quote from an article I wrote for the March 1977 issue of Childhood Education. This particular issue has quite a bit in it on the elementary level looking at the world of children from a perspective of global interdependence and inter-relatedness. Probably the task that is the toughest is what we can do in terms of conceptual approaches in global education at the primary level. How do we teach complex concepts such as interdependence to elementary children? First of all, children across cultures share an imprecise but a very basic concept on which we should be building. This is, as Piaget expresses it, "A spontaneous belief that everything is connected with everything else and that everything can be explained in some way as related to everything else". When we fractionalize our curriculum into separate subjects and segment time into so many prescribed minutes of this and that, we actually subvert the natural development of this sense of interdependence within the mind of the child. Too often, we wait until the child's natural tendency toward seeing interrelatedness is completely destroyed by his schooling. Then in universities -- usually at the graduate level -- we provide interdisciplinary seminars in which we strive to put all the pieces together again.

I think it is also important to give you an example of what not to do. I hesitate to do this, but I know you will take it in the sense in which I'm going to share it with you. The first example is from a very excellent state guide. It happens to be a North Carolina guide, and I want to use this as an example of an excellent guide and yet show how certain kinds of connotations can get in the way of what I know you are trying to do. I'd like to share with you one paragraph from this guide: "The student is in daily contact with media forms which continuously introduce him to happenings within as well as outside his community and nation. Via TV and radio, the average first grader is already exposed to national problems such as pollution and inflation." Then it goes on to say - "and to international issues such as war, trade and cultural misunderstandings." The reason I wanted to share this is because by putting in a frame of reference of national problems such items as pollution and inflation, the guide tends to ignore the obvious international ramifications of those two problems. For pollution and inflation are problems that must be viewed in a global frame of reference if we are to move toward any valid solutions in our in-

creasingly interdependent world.

But let's not pick on North Carolina. I was recently sent an extraordinarily fine Kansas social studies guide that dealt with international studies at the fourth grade level. We found some things in that guide that we felt were barriers to the very thing they were trying to do. Very briefly consider this example. It is taken from the fourth grade level of one of the major cities in Kansas: "The nine-year-old pupil continues to broaden his understandings of life around him. Through comparison and contrast with other areas of the world, the understanding of our state is enhanced." The units were introduced under the headings of the "importance of people and their interdependence and basic needs" and the first one reads: "Why is Kansas an Important State?" At first glance this doesn't sound so bad but the second one is phrased similarly: "What makes Canada an Important Country?" Do you see the grammatical, conceptual context with its implied negative connotations? Which are the unimportant states or unimportant countries? If we could have rephrased it here and said, "How is Kansas important to the Growth and Development of Our Country?", we could have asked the same question and not have introduced the other connotations that while Kansas is important there are other unimportant states. Talking about Canada and "What makes Canada an Important Country", which country wants to be thought of as an unimportant country? What about rephrasing this more positively to read instead, "How is Canada Important in the Community of Nations?" Now consider the third unit introductory question. Remember we are introducing two concepts, "interdependence" and "common human needs". In the third unit, the writers of the guide talk about "human needs", which is an excellent topic from which to lead into social studies and global education. They phrase it "How do the People of Mexico meet their needs?" This is actually superior to the first two unit questions, but I think it is disastrous conceptually following "Kansans are important", "Canadians are important" and suddenly "Mexicans are needy". In spite of the stated objective such frames of reference teach dependence rather than interdependence.

Finally we will have to work at the child's own levels. We have to translate and talk about the dynamic concept of interdependence; how interdependence is an increasing phenomenon; how it was different in the lives of their parents and grandparents. I know that future projections are very difficult for young people, but it can be done. You can tie it in with experience in terms of the environment. You can talk to them in terms of the changes in communication and travel in the lives of their parents and grandparents, and then ask them to think of the changes in their own short lives and how different it may be for their children and grandchildren in the future.

We must not neglect the teaching of global perspectives at the elementary school level!

BETTY BULLARD: My comments are in response to your questions yesterday and today as to what ways the Asia Society can be of assistance to you in your school program. Whether your state's desire is a global perspective, international education, intercultural education or just simply a fresh emphasis on traditional courses, there are national organizations concerned with the specific topics or areas which can be of assistance and the Asia Society is one of them. The Asia Society is a national, non-profit organization. Its purpose is to bring to the people of the U.S. the arts, humanities and an increased understanding of the realities of Asia.

Now what can we do for you specifically? The education program has been reconstituted for about nine months and so far our aim is to be of assistance--your Asia Connection as it were--as you in your states attempt to balance your curricular offerings and attempt to strengthen the teaching of the basics. The Society's recent massive textbook evaluation project--Asia In American Textbooks--pointed out many areas of strengths and needs in the approximately 300 elementary and secondary school textbooks used throughout the country. We are presently working with editors and authors who have asked for help in their revisions. A copy of this report has been sent to each one of you as State Superintendents and State Social Studies Supervisors and literally thousands of teachers, publishers, authors, supervisors and other administrators. State textbook commissions have requested additional information which we have been happy to supply.

We work with teacher training groups and with workshop teams to identify areas that need strengthening within your states or large school districts. We've helped in suggesting resources to do the job. We're available to conduct such sessions for your state and to recommend, as well, groups within your states to work with you in order to develop a system of local responsibility.

With Asia as our context, we can assist you or your curriculum administrators with definitions or concepts significant for an understanding of Asia and substantive development of these concepts. We have just laid out the base work for projects to work with scholars here and in Asia to help teachers and curricula developers to a better understanding of Asia, being mindful of the constraints of elementary and secondary school experiences. The results of this project will be made available to everyone here to use as you will in developing a balanced global perspective, or an international dimension, or strengthening of individual courses in your overall curriculum. Assistance for competencies or basics can be gotten from this study.

The Asia Society realizes the importance of overseas experiences. The Society can assist you with programs designed for any of the Asian countries. We are presently working with specialists in educational leadership to develop leadership techniques to assist group travel leaders so that teachers and curriculum personnel can peel their eyes and minds while in Asia and gain the greatest storehouse of knowledge and perspective for later use in the instructional process. Techniques, as well, to help those on overseas seminars to bring about curriculum change is also a focus in this area. We want to help teachers and those who go overseas to be able to take a leadership position when they return to use to maximum effectiveness what they have learned overseas.

The Society can assist you and your committees in the design of curricula for teaching about Asia from a number of approaches either as a discreet subject or as a part of other subjects in social studies, language arts or science.

We have just developed Asia in New York, a resource volume for teachers for their use on field trips with students since Spring seems to be the gathering time for students in New York as well as for teachers who come to New York. As a response to requests this year to develop reading skills, using Asia as content, we have developed--and it's in the testing stage now--a reading skill Asian use of media content oriented, skill building, China watching kit. This will be available in the next month or so.

Most of our assistance is tailored to specific requests from states or school districts. We cooperate in every way we can with the NDEA Title VI area centers. We will be editing an edition of INTECOM with the Global Perspectives people later on in the year to present some approaches to teaching about Asia and other areas in a global perspective.

The Asia Society is a permanent, program-oriented organization. We are here today and will be here tomorrow and can be of assistance in your states. The Asia Society can give assistance with Asia in all of its contexts and put you in touch with people both here and in Asia and more specifically in your locale. We can be of more assistance to you. The Society's Performing Arts and Gallery programs are outstanding throughout the country, and we can keep you informed as to when they will be in your area. The Society would like to assist you consistently with your teaching approaches and strategies, model building, and the total instructional effort in which Asia can be uncovered.

JAYNE MILLAR WOOD: I'm here wearing two hats--Director of Public Education for the Overseas Development Council and Chairperson of the Interorganizational Commission on International Education. The Council is a private non-government research and public education organization that does research on a variety of global issues, especially as related to U.S. relationships with developing countries. The ODC seeks to improve American understanding on global economic and social issues generally, not only in formal education circles but also among the general public in the U.S. To this end, we work with a number of non-governmental organizations,.religious, labor and business groups, the media and mass membership associations. We also work closely with policy-makers at state and national levels to improve their understanding of global issues. The Council has an extensive publications program. The Agenda for Action that you have is our most recent publication. We publish a number of other things in addition to the Agenda, including Communiques for the general public on food and population, trade, basic human needs, Law of the Seas, Panama Canal, etc., and a number of international economic issues. We have also published a research book for educators entitled, Focusing on Global Poverty and Development, which will be sent to you after this Conference. This Resource Book contains specific teaching strategies for those committed to globalizing the curriculum.

The other hat I am wearing today is Chairperson of the Interorganizational Commission on International Education (ICIE). This is an informal coalition of key individuals interested and involved in global education and who represent both professional education associations and private educational program organizations, such as those of us who are here this afternoon. The ICIE seeks to promote a global perspective in education in the U.S. at all levels. In terms of your needs, the ICIE performs a clearinghouse role by providing information, contacts, and resource suggestions for global education. We have published a Directory of Resources in Global Education that lists organizations, materials, and services in the field.

Regarding the importance of global perspectives in the curriculum, I'd like to build on some remarks that were made earlier in the day by several of the speakers. It seems to me that the most important thing is to get a handle on the dynamics operating in today's world. Then the particular education programs that are available will be more helpful to you in infusing a global perspective in education. Earlier today, Rose Hayden mentioned a few statistics about the state of the world. Fred Burke also alluded to this when he said that we are preparing citizens, not for the past, but for the future and for a different kind of world--one that is very vastly changed from the one we have known in the past or the present. What I see is this: We are preparing students for a world that is full of potential conflict. It is a world in which most of the people are non-white, overwhelmingly poor, generally hungry, largely illiterate, ill-clothed and poorly housed. It is a world in which less than 25% of the world's people control nearly 75% of the world's wealth. This same affluent minority consumes most of the world's resources. Yet while this same quarter of the population is getting richer at the expense of those who are poor and getting poorer, they also find themselves increasingly dependent on those in other parts of the world who are poor. Needless to say, the makings are there for eventual conflict between rich and poor. In addition to these economic realities, we are living in a world in which rich and poor alike are facing resource scarcities and a deteriorating environment, rising unemployment and increasing population. An understanding of these global concerns amongst today's students (and teachers!) is essential.

With these changes and trends in mind, it seems to me that a global perspective in education is no longer an option but an essential requirement for pre-collegiate and higher education. We can no longer just talk about international education as we have in the past. We are no longer talking about relations between one nation and another in a bilateral mode. We are rather concerned with the actions of peoples and nations in a global context. This is the reason why those of us from a variety of private education organizations are concerned with global perspectives in education. We believe that today's students must develop an understanding of the global issues with which they will have to cope tomorrow. They need to comprehend the social, economic and political dynamics of a world community.

In closing, I would like to make three points: (1) A global perspective in education is a way of perceiving the world, not a discipline in and of itself. It is a prism through which to see the events and realities around us. It requires an understanding not only of global problems or issues, but also of different cultures and of the dynamics of the global system; (2) Global interdependence is a reality and we cannot ignore a global perspective in our curricula if we are committed to nurturing American students and preparing them for a world that is coming, not for a world that has long

since passed away; and (3) A commitment must be made by each of us to use all the resources at our disposal to make a global perspective in education a reality at all levels. It need not necessarily involve costly expenditures, but it will require a bold commitment to an educational approach that is not easily understood, explained or even accepted by many people.

There are a number of private organizations that are prepared and willing to help educators at state and local levels to integrate a global perspective in education. Material resources and teacher training services are available. The Interorganizational Commission for International/Intercultural Education has recently published a Directory of Resources in Global Education that lists over 80 organizations and their resources at your disposal. As soon as you are ready to make a commitment to incorporate a global perspective in the educational institutions in your state, we are ready to work with you. Thank you.

JAMES BECKER, The Director of The Middle America Center for Global Perspectives: The Mid America Program is a program that operates off the campus of Indiana University, 513 N. Park, Bloomington, Indiana. I mention this because I have seen three different addresses and titles. We work with any agency or any group that offers programs for children or youth in this general area of world affairs or global education. Schools obviously are the most numerous of these agencies, but we also work with State Offices of Education, with the media, exchange programs and Rotary Clubs, etc. One of our major functions is to try to identify existing expertise and resources. We try never to do anything by ourselves. That's not just because we are lazy, but because it is our feeling that if this whole area is going to get more attention, responsibility is going to have to be widely shared. Doing things on our own is not likely to increase that sharing. Another aspect of this point is the assumption that much of what needs to be done and much of the expertise and many of the resources needed to improve programs are already in existence. Making these known and finding ways of encouraging cooperation and more responsible and effective use of these programs is just as important as acquiring new resources. The major arena we operate in is composed of the five states, Indiana, Illinois, Ohio, Michigan and Kentucky. One assumption that underlies the particular thing I would like to talk about today is that we are already all participants in an inter-related world. This fact provides us with opportunities to learn about ourselves and the world by looking at what is happening in our own hometown, cities and states, the groups that we belong to and the environment that we live in. Now the evidence of these links to the rest of the world is quite obvious. You know that you go to the grocery store and there are bananas, tea, coffee, and Bic pens that come to you from various parts of the globe. You go to your churches and they are involved in international activities. So are Rotary Clubs, 4-H Clubs, State Departments of Education, State Departments of Commerce, airports, military bases and all the trade, travel and media. In effect these are products and organizations that link us in our hometowns and states to the world. The people who are most involved in these links--whether they are businessmen, college professors or people who run the bicycle shop or that have exchange programs--are important resources for helping children and youth understand what interrelatedness is and what interdependence means. Identifying these links to our hometowns and states and assessing the significance of these links to our own lives is very important. Seeing these links as opportunities to learn about how the world works and is providing a means of participating in and in some cases of influencing the shape of that world we live in is an important aspect of global education. It is both the beginning and end of global education. The manner in which we try to go about that is to become as concrete and obvious as possible. We have a map of Indiana which on one side shows a variety of ways in which Indiana is involved in the world and the other side has some data about trade. We have worked with The Peoria Journal Star which is identifying all the ways in which the people in Peoria are linked to the world merely by studying the pages of the paper. It is a program that is geared to helping children read and use the local papers with its ads about Toyotas, etc. It's reporting on Bradley University's athletes that go to Brazil. So that's one kind of thing. We have done this in Indianapolis too with the Star and News. We have worked with some teachers in Illinois to develop an Illinois in the World guide, which is again an effort to identify the variety of ways people and organizations in Illinois are linked to the world. Our efforts here are to make this as obvious and concrete as possible that we are all participants in a world market or a world society, if you will, and the question is what do we need to know and what do we need to do? That is, what competencies, what attitudes, what information is needed to be intelligent and responsible participants in this world. In this aspect of our work, I suppose the Mid America Program--MAP as we call it, is interested in building new images or new maps of the world that locate where we are, how we are involved and what, if anything, we can do about helping to shape the world. The most recent of our efforts is Your State in the World. I have a copy here. This is an effort to provide a kind of rationale and a whole series of activities, data and examples that we hope will be useful to educators in their efforts to make obvious and concrete what it means to live in an interdependent world and what opportunities exist in your own community to learn about it and to participate in it. Thank you.

CRAIG PHILLIPS: We appreciate your expressions to us under the pressure of time and certainly appreciate the importance of your remarks.

JOSEPHINE MOIKOBU: Our Education Safari to Africa was quite an experience. We emphasize that information was obtained - Perspectives in Education as taught in Africa. As some of the Chiefs who went along know, we have two systems of education in Africa. One is the traditional system of education and the other is the western educational system otherwise known as formal education, which we inherited from Britain and now most recently the western world, the U.S. included. The African educational system has one basic underlying principle. That is, it teaches its people how to live as opposed to a formal education which teaches people how to make a living. If you give it thought, you find out that there is a very vast difference between how to live and how to make a living. From the time the African child is born, it is ingrained or trained (socialization, we call it) that you have to love other people and respect them for what they are. Poverty or richness is measured by the number of people you have and if you have no friends, family or relatives, according to African custom, you are a very poor man. We do not measure poverty based upon the kind of worldly goods that one can earn when you are alive. Our Chiefs will testify that they saw many people whom one could classify as very poor by their clothes and houses but they still don't consider themselves poor. Why? Because they live in a communal life and everybody else lives in what we call African Socialism for the lack of a better term. Regarding what an individual does in the African system - the credit or blame does not rest upon an individual himself. The credit or blame goes both to the individual as well as the community. Care and responsibility of other people and yourself have become very paramount. In fact, self almost always comes second, whereas the communal good always comes first.

In the universe of the African, I find that we have three concepts that everyone else does. That is, the past, present and future. As we have discussed all day today, we find that the past becomes very relevant to us now. The fact is that we are trying to find our roots. People of the western world who came to Africa misunderstood many ideas, saying people had no religion. The spirits of the ancestors obtain spiritual reality and then they are imbued with a certain spiritual personality and have to be respected. As children are born, they are named according to the names of those who have passed on, in order to revere them, in order to respect them as well as to remember them and keep them alive. It was interesting as I went back to Africa to find a whole lot of John F. Kennedys running around. I didn't have to ask why because I knew of the love he had and the respect in which he was held by the African people. They, therefore, had named a lot of John Kennedys after him. Now that's a sign of respect for those who have passed on. We also do not have a concept of step-people. Here in America sometimes I go places and am told of stepmothers, stepsisters, etc. We didn't have that and when some of the groups came to Africa, I would take them home and introduce them to my entire family, including my father's second wife and I told them that my father is about sixty years old and he was getting married to a girl about my age. My visitors were shocked about it. It was very interesting and I laughed about it. The western type of education doesn't say much about such cultural differences.

We have inherited from you as well as from the British. Because we don't have very many places for all of the students who would like to go to school, the competition is very acute. When the Chiefs who were in Africa find some time, they ought to give you a full account of their trip. I am sure one of the things they might mention is the fact that the quest for education is stronger than you have ever seen in the U.S. Every parent and every child we run into wants education, especially in the U.S. which is known to be the land of optimum educational opportunity. Everybody thought there was an open door to come to the U.S. for education, especially when they knew that I had come to the U.S. for my education and I've been here and home several times. I discuss it and they want to come. I remember when I was here before, there was a young person from South Africa who was written about in Readers Digest. He had walked from Capetown to Cairo on foot. He went over there and knocked at the American Embassy and wanted to go overseas. Actually he was headed for Moscow or for China. To Africans, it doesn't matter where you get your education so long as you get one. Finally they took him to the American Embassy where he asked for a chance to come and he went to Washington. The American people thought it was so wonderful that he would do all this for an education. One thing I would like to emphasize about dealing with education is that the kind of trend that I have indicated and that Commissioner Burke mentioned came from a large number of students who came from Africa during the Kennedy Administration. I was one of the fortunate ones

and now I am running into a lot of people whom I didn't know before, but who were a part of that. I am thankful I had the chance to come to America and I think some day I will go back to Africa and see what impact this American education had on people in various governmental positions. What are they doing? Surprisingly enough when I was making arrangements for the Oversea Educational Seminar in Tanzania, I ran into a young lady from Canada who was doing exactly that. I thought, why haven't Americans followed up on what has become of Africans educated in the U.S.? The two educational systems - one western and one traditional - do not necessarily conflict. They run parallel to each other and don't have to fight each other. You might want to know if we have this, what we will do with it, where will we go in order to accomplish and make it possible for you people to share educational experiences with us?

I was concerned when it was indicated today that the U.S. was moving further away from the international arena. I'm saying that is not the U.S. I used to know. Something is going wrong and I hope the U.S. doesn't become a parochial state, but I'm sure that your presence here indicates that will not be the case. I hope people can be lucky enough to share the international educational experiences that I have had. I have been very fortunate to be associated with one of you, Dr. Burke, and see some of the results of education in America. From my experience, I find that there is nothing as touching as something that I'm going to recommend and that is a personal touch to international education. I think a personal touch brings something much more than any other policy in the entire world. I did not realize how many people Dr. Burke had touched but I remember on our educational safari to Africa, we met many former students of Dr. Burke's who are now leaders in governments overseas. They were very disappointed that Dr. Burke didn't come but yet were willing to share their time with us and entertain us on his behalf. There is one thing that worries me a great deal and probably some of you also. You are used to us. When I say "us", I mean foreign students. You are interested in our problems - money problems, housing problems, etc. Your own personal touch will do more for America than any money you can give. I'm reminded of an ad which I think is very appropriate. It is done by Union Carbide and I quote: "For something we do, we touch your life". And I think that is what global education is all about. The things that we have been discussing throughout the day are very important. We heard about the concept of Human Dignity. We talked about stereotypes and no one went through a more shocking experience about stereotypes than I did, leaving from Kenya as a young lady. I have to inform you that they almost had a funeral in Kenya before I left. My family lost personal friends because they thought my parents were being very cruel to give me permission to leave Kenya. One, I was a very young girl; two, I was a girl; three, I had never left the country before. When I disembarked in New York, people looked at me and asked, "Are you really, really African?" I thought, "What kind of question is that?" And then I thought they were being nasty and I said, "Yes, I am an African. Do you expect me to get on all fours and wag my tail?" I was kind of nasty. America should be outward directed. For those on the outside, especially those from Africa, when we hear about people preaching about intellectual concepts - things like democracy - then we sit down and look and listen to you. Then we wonder and say, "Show me!" The things that have happened in Africa in recent times like the situations in Angola and Mozambique have most Africans really baffled. Have you ever thought who were the first in Africa? Actually, slave trading began before the Europeans came. Do you know who was there first? Do you know who was slave trading in Africa before your ancestors were there slave trading? The Arabs were there. Have you ever heard someone associating the Arabs with slavery? Weren't we aware of that? I find that an interesting question. The fact is that the Arabs who were there lived happily ever after. Long ago you left there and you washed your hands of slavery. The Arabs did not set out to change the African institutions. They brought in Islam and though this has changed things in Africa, change was not the main purpose of their being in Africa. People want things that ought to be changed. You find other people like the Chinese who have just come to Africa. They don't come to bring change to Africa. They just come and they cause a very quiet revolution. They come and build a railway and it's finished and we say, "Who are they? What are they doing?" They've done it. People don't sit down and say, "Hey, who's building the railway?" They don't go preaching. They practice what they believe and do it. Before I close, I would like to offer you my own personal assessment of the situation, especially as it relates to Africa and the countries we have visited recently. A beautiful public opinion climate has been re-established abroad by your wonderful President who has set out a more or

less very humanistic cause. Although people don't know him yet and what he plans to do, there is a certain spirit of optimism. America has come to be viewed and regarded very positively rather than as a big boy flexing his muscles because they have this and have that. America has come to be viewed much more humanely. There has been a personal touch provided by representatives that the Council of Chief State School Officers sent from here to the educational safari in Africa. I don't know how you chose participants to represent you, but they turned out to be a cross section of your organization as well as your nation. I'm very proud to say that. They did a very good job both in representing the organization, your nation and your people. I find that to me, personally, they turned out to have been great. I have learned to love them as individuals, admire them and greatly respect them. Your representatives have already made an impact in Africa for they were willing to travel to places in the backwoods where other outsiders never go. They went out on the unbeaten route where people - particularly Americans and especially the "ugly" ones never go. They physically touched some of those who have never been touched before and most likely will never be touched again. They were the VIPs who dared to go into the very grassroots of the backwoods of Africa. The VIPs were willing and dared to listen. The VIPs were not just plain Americans, but were beautiful human beings with compassion and respect for that very important concept we talked about this morning and that was respect for human beings and others who have dignity. They met, they saw, they accepted. I was very proud to be associated with them. I have to report to you thay they have set up track records and examples in human relations that will be very hard to beat. So I hope those of you who will be going to Africa in the future will keep that in mind. Thank you so very much.

CRAIG PHILLIPS: I would now like to recognize our distinguished colleague from New York, Dr. Nyquist, who was really the granddad of all of this concern on the Committee on International Education. He was its Chairman when some of the new emphasis began and Joe is going to start off with the story of New York.

JOE NYQUIST: Thank you. First, I would like to introduce my colleague, Norman Abramowitz, Associate in Foreign Area Studies. He was one of the handful of very competent professional people that we brought into the department about ten or twelve years ago that brought our international program to the level it has achieved.

I was surprised when Craig Phillips said he expected me to address the Chief State School Officers on the subject of International Education. There was the time I asked Craig what he thought of an address I gave, and he replied by saying he was somehow reminded of the little boy whose teacher assigned a brief essay dealing with matrimony. The boy's essay read as follows: "The Christian religion allows a man to have only one wife. This system is called monotony."

Well, Craig is the only guy I know who can easily walk the tight and narrow path between truth and error.

At any rate, I told Craig Phillips that I looked forward to being here for several reasons, not the least of which is that Pinehurst is one of my favorite watering places. It somehow reminds me of a story told about Moss Hart. Perhaps the greatest of Moss Hart's many extravagances was his remodeling an old farm he had bought in Bucks County, Pennsylvania. With a prodigal hand, Hart turned the run-down house and land around it into a model estate that he loved to show off to friends. Whole acres of trees were uprooted and replanted with loving care. "Look," Hart told Wolcot Gibbs one time, "I've moved this oak so that it shades my library." Muttered Gibbs: "It just goes to show you what God could do if only He had money."

A second, no less compelling reason for my coming is that Bob Weatherford promised me an opportunity to get an edge in wordwise concerning guidelines for state education agencies to use, to assess the quality and effectiveness of programs aimed at making global studies a more integral part of the curriculum. As you know, making education more internationally oriented is one of my favorite topics for thought and discussion. I have spoken about it so many times to different audiences that I am beginning to feel like Felix Frankfurter. The great jurist's wife used to complain that there were two things wrong with her husband as a public speaker. The first was that he always got off the subject; the second was that he always got back on it again.

So you may hear me say some things I've mentioned before. But I will follow the practice of the country preacher who occasionally gave the previous Sunday's sermon all over again. In such cases, the preacher would advise the congregation of what he was going to do. "Only this time," he would invariably add, "I'm going to holler in different places."

Seriously, though, all of us in every state must become increasingly committed to helping students to understand and appreciate other people and other cultures out of the recognition that we live in an age of growing global interdependence which links everyone, everywhere, as never before in human history. It helps to achieve this objective, of course, if whites and blacks and other minority groups have first learned to love and to understand each other. We have internal promises to keep and many domestic miles to go.

As Robert Hutchins, my favorite university president, observed a few years ago:

> The doctrine of every man for himself or every nation for itself loses its charm in an interdependent world. This doctrine has to give way before the idea of a world community. We have to understand and rely on our common humanity if we are to survive in any condition worthy to be called human.

How do we draw out our common humanity? By education above all. Education is the most effective instrument I know of for shaping the estimate of mankind by which we live. Sound school and college programs are essential for teaching the young from generation to generation to judge individuals for what they are, not what group they belong to; for teaching that differences among people are not as great as similarities; that difference is a thing of richness and value, not something to be feared and denied; and for teaching, too, that no racial group and no national group can choose to live apart or be quarantined and compelled to live apart except at the risk of senseless strife.

Let me share with you something that goes to the heart of the matter. It was said by the late John Erskine, a brilliant writer and a great teacher. Quoting Erskine:

> It is a mistake to think that men are united by elemental affections. Our affections divide us. We strike roots in immediate time and space, and fall in love with our locality, the customs and language in which we were brought up. Intelligence unites us with mankind, by leading us in sympathy to other times, other places, other customs; but first the prejudiced roots of affection must be pulled up.

I think this is what Barbara Ward meant when she said conflicts and wars between nations were motivated by "misplaced loyalties," by emotional ties to one's own turf instead of to one's common humanity.

Unfortunately, American education over the years has not been especially enlightening about the world beyond our borders; nor did it intend to be. Knowing about other cultures seemed unnecessary, undesirable, and un-American during most of the 200 years we have been an independent Republic. The country needed, in its formative years in particular, to forge a strong sense of national unity and national pride, and educational institutions were charged with doing exactly that by "Americanizing" the children of immigrants who had swarmed to our shores speaking foreign languages and following foreign customs.

Even Thomas Jefferson, our first Secretary of State, was patently chauvinistic as far as education was concerned. It was fairly common in his time for parents who could afford the cost to send their children abroad for study. But Jefferson feared that such kids would go wrong in foreign fleshpots, as shown by a very illuminating letter he wrote from Paris in 1785 to a friend in Virginia. The letter described the dangers facing an American student in Europe in this way:

> If he goes to England, he learns drinking, horse racing and boxing. These are the peculiarities of English education. The following circumstances are common to education in that and the other countries of Europe. He acquires a fondness for European luxury and dissipation, and a contempt for the simplicity of his own country ... he is led, by the strongest of all human passions, into a spirit for female intrigue, destructive of his own and others' happiness, or a passion for whoreing, destructive of his health, and, in both cases, learns to consider fidelity to the marriage bed as an ungentlemanly practice, and inconsistent with happiness ... he returns to his own country a foreigner, unacquainted with the first practices of domestic economy, necessary to preserve him from ruin, speaking and writing his native tongue as a foreigner, and therefore, unqualified to obtain those distinctions, which eloquence of pen and tongue ensures in a free country.

Similarly, there was John Jay, America's Secretary for Foreign Affairs before the U.S. Constitution was ratified, declaring confidently: "I think we have no rational dependence except on God and ourselves."

And this from Abraham Lincoln a century later:

> Shall we expect some transatlantic military giant to step the ocean and crush us at a blow? Never! All the armies of Europe, Asia and Africa combined, with all the treasure of the earth in their military chest, with a Bonaparte for a commander, could not by force take a drink from the Ohio or make a track on the Blue Ridge in a trial of a thousand years.

Today, by contrast, it is out of the question for any people, anywhere on earth, to try to live in isolation for the reason that our problems are now planet-sized, and the solutions require real international cooperation. I would include among these problems--or what Pogo used to call insurmountable opportunities--the threat of nuclear war, mass starvation, crippling energy shortages, air and water pollution, disease, and, yes, too, the fundamental issues of human rights that transcend national boundaries. Keep in mind, in this regard, that a man like Andrei Sakharov is not merely challenging a repressive Soviet regime. He is saying that all governments must respect and foster universal ideals of law and justice and what he calls "the humaneness of humanity."

With this background, let me turn now to strategies we have used in New York State over the years to develop learning experiences that heighten understanding of international affairs, no less than local, state and national affairs, and that provide students with the basic knowledge, attitudes and skills necessary to function as members of an interdependent world community.

In 1961, we started a program in foreign area studies in our schools and colleges, focusing on world civilizations. One of our underlying assumptions in doing this--and it is still a valid assumption--is that people get to know themselves better by knowing others better, to borrow from Rudyard Kipling. As essential as it may be for students to appreciate their own culture and its roots, it is a cardinal tenet with us that if the world view is not also in sharp focus, then our mind's eye is inexcusably myopic. I say this because New York has long been an international center of commerce, learning and the arts, as well as the port of entry for thousands upon thousands of people who come from other lands. Not insignificantly either, our State is the home of the United Nations.

In developing the foreign area studies program, we were able to obtain some financial support from the Federal government, which was important in view of the fact that international education has never risen very high on the ladder of priorities among economy-minded State legislators. In addition, we reorganized some Education Department functions so that the new program would be accorded a high priority internally, and thus achieve a more lofty place of pride statewide. We also hired a consultant in international studies, Ward Morehouse, who is so heavily responsible for soliciting and securing the money for this conference, partly to seek government and foundation grants, and, even more important, to make sure there would be continuity and creativity in our efforts. This last point is a key to success. International studies programs will simply not become as good as they ought to be if no one is really in charge and free to give full attention to them.

It soon became apparent that some of the old beliefs about education had to be revised in the light of a quiet revolution that was taking place. This quiet revolution was the growth of economic interdependence placing nations, including third world nations, more and more on one another's doorsteps. We therefore worked out a set of guidelines on how to proceed with what we were doing. I would like to bring these guidelines to your attention.

We set out to devise programs to encourage colleges and teacher training institutions to broaden their course offerings to include the world beyond Europe, and to encourage them to find ways of pooling their scarce resources in the field of area studies. We also reexamined our elementary and secondary school curriculum in the social studies, in the humanities, and in foreign languages. In addition, we instituted a number of conferences and seminars involving college faculty and school teachers. These programs were designed to update and upgrade the knowledge these people had about other cultures and other nations, particularly non-European or non-Western traditions. As outside funding was acquired, we sent some of them abroad on travel-study and research programs.

Moreover, we encouraged libraries to enlarge their holdings in non-Western studies and to link up with libraries in other nations. We also started looking for ways to develop a cooperative publishing program of newsletters and resource materials in international education. As a first step, we set up an Educational Resources Center in New Delhi, India, in 1966, under Federal financial support using counterpart funds, designed to serve as a resource base for scholars and teachers and to develop instructional materials on India for use in schools and colleges all over the United States. Furthermore, we hired a staff member responsible for teacher exchanges and arranging itineraries for foreign visitors. And, last but not least, we encouraged the formation of interstate and interregional consortia of professional organizations in international studies in order to develop a national network of interested groups with whom we could work.

Keep in mind that all this began 15 years ago. I think these ideas are still useful and still can be built upon. We have done pretty well so far. We have obtained more than $3 million in outside support; conducted over 250 separate programs in international studies, aided nearly one thousand teachers and college faculty members to study abroad; and helped generate the climate that makes the theme of this conference a logical step forward in planning for the teaching of international studies.

I do not mean to imply that we have not had unloving critics. The most difficult message we had to get across was that concern for the culture and achievements of others, and for our relations with non-European civilizations, did not require a lessening of concern for either American culture or the Western heritage. We were criticized by those who equated foreign with alien, and we were disparaged by those who linked different with deviant.

Our approach was affirmed by the Board of Regents in two Position Papers in international education issued in 1970 and 1976, respectively. The 1970 Paper is even more relevant today. Let me quote one brief part of it:

> The students who are now enrolled in our elementary and secondary schools can expect to live a great part of their lives in the twenty-first century. In that century, the world will be in all probability even more interdependent than it is now and the problems and prospects facing mankind will be more nearly universal.

We have developed a wide range of approaches to meet long-term educational needs, utilizing a number of specialized units in the Department.

Our curriculum and social studies staff broadened the curriculum so that American history, usually taught in grade 11, now includes such topics as the effects of the world economy on the United States and the ways in which American life has been enriched by the cultural contributions of different groups who arrived here from other countries. A full year of African-Asian cultural studies is also given, usually in grade 9; the study of Latin America takes place in grade 5, of Eastern Europe in grade 6; and European civilization is studied in grade 10.

Our Bureau of Foreign Languages is also revising its syllabi and the content of statewide Regents Examinations to permit a greater infusion of cultural insights into language instruction. Regents exams are over 100 years old and are a quality control measure. Students can also take them without taking the courses and get high school credit toward graduation.

Additionally, recognizing that many elementary school children outside metropolitan areas rarely have contact with other children of other racial or ethnic groups, the Bureau of Mass Communications has produced VEGETABLE SOUP, an award-winning television series designed to diminish the adverse effects of this racial and ethnic isolation and funded by HEW for $1.5 million. The series has been so well received that the Department of Health, Education, and Welfare has recently given us a new grant of $2.3 million to produce 39 more shows.

As a final illustration, each year we request cooperative funding support from the Division of International Education of the United States Office of Education to bring to the Department and to some school districts around the State the consultative services of foreign curriculum consultants. We've had them from Jordan, Israel, India, Yugoslavia, Iran, and Communist China, as well as from various countries in Latin America.

These kinds of activities have clearly helped us widen the perspectives of our staff and the international perspectives of the schools.

Let me turn now to some general observations which, I hope, will not lie outside your orbit of interest or at least not fall within your zone of indifference.

Developing an international perspective means different things to different people, and this has been especially the case during the last two decades. In the 1960's, it meant encouraging the development of understanding and empathy for other countries and the values held by people in them. It also meant breaking away from the traditional orientation of the curriculum and texts toward Western civilization and, instead, increasing awareness of other cultures as a way of diminishing long-standing ethnocentric bias. The focus evolved significantly in the 1970's. That focus is now on the unity, rather than diversity, of mankind, and on the global interdependence of peoples, on the fragility of the biosphere, and the imperatives of international cooperation in resolving crucial issues of transnational importance. There is also a growing effort to have students question their own values and to make them more explicit in the light of what they have learned about other value systems in existence throughout the world.

This trend may be summarized in terms of the comparative strengths of the loyalties people have to their nation, to mankind, and to the physical environment everyone shares. Traditionally, education has stressed loyalty to the nation state first, and to other peoples and to what Barbara Ward aptly calls "spaceship earth" only secondarily. But we are beginning to recognize that this must be turned around if people are to live in any condition worthy of being called human. As John Donne has said that no man is an island, neither is any nation. When the bells of war, of pestilence, of poverty, and of political tyranny toll anywhere, they toll for people everywhere.

This is not really a new idea. It goes back to ancient Greece, to the poet Anacreon telling the people of his time:

> No honest man I call a foreigner;
> One nature have we all.

And I am thinking, too, of those lofty and spacious words of Thomas Jefferson in America's Declaration of Independence telling the entire world that all men are created equal and that they have inalienable, God-given rights. How much less inspiring would that document be if Jefferson had said only that all Americans are created equal.

And yet, although the idea of interdependence is gaining ground, the fact remains that some education agencies and textbook publishers still look at things in the same old way. As a case in point, the Asia Society recently surveyed 272 textbooks used in American classrooms. It reported that teachers are frequently textbook-bound, because they do not have as much knowledge of their own about Asia as they should, and that many of the texts provide no real clue to Asia's rich and enduring cultural heritage, to progress that is being made in various endeavors, or to the view of Asians themselves in interpreting their own societies. Historical events are too often discussed primarily in terms of what is important to American strategic, military or economic interests, meaning students fail to acquire an adequate grasp of the cultures and aspirations of Asians as seen through Asian eyes.

James Becker of Indiana University has suggested that one of the major aims of global education is to provide a context that encompasses such classic opposites as isolation and integration, diversity and unity, aggression and cooperation. But much of the instructional material provided to students emphasizes what is different, rather than what is common, to the human species. Mankind is depicted in terms of differences along racial, physical, cultural and linguistic lines. But Mr. Becker believes, and I concur completely, that education now needs to reassert the fact that, while diversity does exist, mankind is a single species of life among multitudes of other forms of life. All humans have a common biological heritage, a common habitat, and a common fate--man's fate.

In New York State, we take this idea very seriously. And we are doing more and more new things to express it programmatically. Some of these programmatic developments flow directly from the 1976 Regents Position Paper, entitled Education and Global Interdependence, with its emphasis on involving not only schools and colleges, but also libraries, museums, business and industry, labor unions, civic organizations, and so on, in the effort to shape stronger programs dealing with world economic, social and cultural issues.

Not so parenthetically, the Regents statement makes quite clear our recognition that new State funding is not feasible at this time because of New York's tight financial situation. (It's easier in New York to close a university than it is a massage parlor.) But Education Department staff are working on programs that will not require higher outlays of State support. We will utilize resources we already have in different ways, and we expect to attract additional external funds from Federal and foundation sources.

Right now, in fact, we are planning for a series of regional Regents Forums to be conducted in different parts of New York, based on the global interdependence characteristics of these areas of the State. These conferences are being financed by the U.S. Department of State.

All of us have back home supporters of the "back to the basics" philosophy in education. If back to the basics includes the right to know about the world we live in, then I'm all for it. I believe every student needs to know about the ideas and achievements of others; that as a nation we are no longer self-sufficient (as though we ever were); and that the awesome problems of over-population, resource depletion, and poverty amidst plenty, will overwhelm us all if we cannot find ways to solve them together in skilled and elegant harmony, or concinnity, to use one of my favorite words. As Casey Stengel used to say, you could look it up. Moreover, as Chief State School Officers, we need to have instruments for measuring this knowledge so students can develop at least a minimum competency in civic literacy on global issues. This would be a big step forward.

In closing, I have welcomed the opportunity of serving as Chairman of the International Education Committee because of the importance of its work. Under the fine and knowledgeable leadership of Fred Burke, I know you will continue to find ways to define and measure minimum competencies in international education, and ways of developing programs in global awareness that have a high degree of transferability to other areas of responsible citizenship. I hope you will continue this work because the subject of global studies is not a passing educational fad, and is not the private preserve of any one state or any one organization. It is, in my view, one more valiant and necessary attempt to make education and schooling one and the same. Five thousand years ago Confucius said that "the nature of man is always the same; it is their habits which separate them."

That's why I think Robert Hanvey's goals for global studies are so relevant: the development of an awareness of the state of the planet, of an awareness of other cultures, and an awareness of the dynamics of the international system within which all mankind lives.

Global education, like all education, will be worthwhile insofar as it--in the words of John Dewey--enlarges our vision, heightens our sensibilities, and makes our actions more rational.

As you strive to bring these noble objectives to full fruition, may it be said of you, as it was said of the climbers of Mount Everest who, eventually in their arduous ascent, disappeared into the clouds: "When last seen, they were still climbing."

I am proud to have been associated with you.

CRAIG PHILLIPS: Thanks, Mr. Nyquist, for your statement. I wear two hats and number one is responding to your magnificent statement. As the voice of one Chief, I affirm my admiration of New York State's thrust in international education. I have a very firm remembrance of the impact of your center in New Delhi on our group who went there. They gave us tremendous help in understanding that country. I share with you in some of the negativeness - legislators and all the rest. Right in the midst of a moment where we thought we were rolling along real well in some new programs, we had a legislature that started throwing brickbats at us because of our Japanese experience for a group of our teachers. We had received funding and planned very carefully. At the height of all this, I went to one of the legislators in a very key position and I said, "Hey, don't you know the difference between ignorance and apathy?" He scratched his head and said, "I don't know and I don't care." One other story - two youngsters in a very lovely home that never used bad language went off to camp one summer. And you know what happens at camp. They were exposed to the world. They learned some bad words and they came back and were using them pretty often. The parents were very much concerned and went to a psychiatrist and the doctor surprised them and said, "The best thing to do is - the first time they use any bad language - let them have it across the side of the head. That is the key thing that both of you need to do. Father, you need to do it first, and Mother, you need to follow right up so the child knows that the message is clear." The parents were concerned about this advice, but sure enough at breakfast time little Jimmy said, "Pass the damn cornflakes". Well, that was the moment of truth for daddy and mother, so daddy reluctantly but firmly let Jimmy have it right across the head and Jimmy's eyes popped open. Then mother, with tears in her eyes, let him have it across the other side. They looked over there at Johnny and his eyes had gotten big looking at all of this, and daddy thought maybe he had gotten the idea. So he said, "All right, Johnny, what do you want for breakfast?" Johnny said, "I don't know, but I don't want any of those damn cornflakes." So much for communication. This part of the program is an effort to at least capture some insights into what some of the agencies across this country have been doing. We'd like to share with you the background of some of the avenues that we have been following in the North Carolina agency. I am going to call upon some very competent people who have worked very hard in our agency. The impetus in North Carolina was really accelerated in the late 60's and early 70's when the whole social studies curriculum was revamped. International Education curriculum was part of that major change in many ways. A lot of people were involved in that, prior to my involvement in the agency. A piece of that impetus also was reflected in the impact upon an individual, namely myself, as the Chief State School Officer. I don't think there is any question but that impact bore fruit in the sense of a renewed commitment through understanding of some of the elements of international education. That led to more people moving forward in this area. We have been through organizational changes that in some ways are similar to what many of you have experienced in an attempt to put a prime focus on international education. We created, out of our social studies staff, a key division in international education. We've all struggled with that business about what do you do when you splinter an organization in the sense of putting specific impact, if we believe in this business of balance and fusion, rather than adding on. Organizationally, it doesn't make sense to create another division. But to give it impetus, to give it visibility, we were able to create a separate division that worked very closely through social studies and language arts to maintain the balance, but also to give it focus. Betty Bullard whom you heard yesterday representing the Asia Society, today will speak to you as she represents the past role of being Director of our Division of International Education. John Ellington in Social Studies will be a part of our presentation and Denny Wolfe in language. This is a team of people who put some things together that I ~~think~~ are important. I would like to say one thing, and it is a little redundant. I want to recognize some of the impact of some of the people we heard yesterday and the organizations they represent. I want to put emphasis again on the fact that in this country there's a very productive group of organizations and concerns that do have impact on an agency. The African-American Institute was of great help to us in a 2½ year in-service program to prepare 7th grade and high school teachers on teaching about Africa. As mentioned yesterday, North Carolina was a part of the piloting of the concept base materials from the Center on Global Perspectives. We have school systems cooperating in the UNESCO Associated Schools Project. Among the materials we have used in our curriculum development and staff development workshops are those from New York, Wisconsin, from the American

Universities Field staff, UNICEF, the Asia Society and others. Of course with the funding opportunities from the U.S. Office of Education, NEH and NSF and several very strong foundations in North Carolina, we have had a lot of help. A number of our colleges and universities have been a part of the development of our agency's thrust. What we would like to share with you is one of the avenues through which programs were broadened and that's our involvement in the CULCON program in which I had a chance to serve as Chairman of our subcommittee - the American Subcommittee on Education for International Understanding. We developed a model for two nations building new concepts about each other and patterns of working relationships between two teams. Betty Bullard was our Director and has done a marvelous job in giving leadership in our Department. She is here along with Denny Wolfe to tell you something about that project and then John Ellington will share with you some other programs that have been going on.

BETTY BULLARD: The newest word in the education language is CULCON. Legally the word stands for the U.S.-Japan Conference on Cultural Educational Interchange. The "Cul" stands for Culture and the "Con" is for Conference; but if you look it up, you find the CULCON really means "the aggregate of all accumulated knowledge," and that's what this project is as it deals with Japan. CULCON is an organization that has been in operation for about twenty years. It has been meeting every other year in the U.S. or Japan and has involved scholars in Japan and the U.S. About five years ago this group of outstanding scholars said, "We're not really making an impact on mutual understanding among people unless we can get below the graduate level and help children in elementary and secondary schools begin to understand about other people." So from this, after a series of meetings, grew a project for elementary and secondary schools which we call the CULCON Project on Education for Mutual Understanding. This is a pioneer project under the auspices of the Japanese government and the U.S. government. In Japan there is a national school system and so the Chairman for this project is the Special Assistant in the Ministry of Education. The U.S. does not have a national school system and so it is only logical for the U.S. Chairman to be a Chief State School Officer. The first Chairman was the State Commissioner of Education in Hawaii. Just as the project was ready to get off the ground, the Commissioner was promoted to another sort of job and Dr. Craig Phillips was named Chairman. North Carolina has been very involved with the project, and I must tell you that it has created some real enthusiasm among teachers and supervisors and school officials all over the state. The project took its form with a binational team composed of teachers, supervisors, and school administrators as well as teacher educators and scholars. The Japanese team was composed of the same, so from the very beginning all elements of the target audience were included as well as also having an essential element in the project--constant interchange between the two. Instead of the U.S. team's going off in a corner and writing some materials and the Japanese team doing the same, the constant sense of interaction between the two was sought throughout the entire project to assure accuracy of target.

For five weeks the first summer the two teams worked together, at first formally--and then as we got to know each other better and had taken the measure of each other--more informally. The U.S. team organized its resource manual around the themes based on questions.

1. Contemporary Life: How do Japanese live--how do they want to live? How do the Japanese use resources?
2. Decision-Making: Who decides in Japan and how?
3. Perception and Expression: How do the Japanese perceive and express reality? What is beauty? Expression of spiritual experiences.
4. Identity: Who are the Japanese? (Who am I, a Japanese?)
5. Values: What is more significant in life? What is the ideal life?

Although the themes and methods draw on aspects of daily life in Japan, they can be applied to the study of other cultures thereby increasing the student's understanding of the world in which he lives.

Following that portion of the project, representatives from each team travelled to the other's heartland to test the credibility of the work done thus far. For the U.S. representatives, this involved tightly scheduled days of discussions with mayors, city planners, farmers, teachers, young career people, wives, families, industrialists, scholars, and government officials. Revisions were made based on the findings.

During the following school year, the materials were field tested in classrooms of North Carolina schools and revised on the basis of the results. This year the materials are being subjected to a formal field trial again in North Carolina prior to final editing and presentation to the joint committee on Education in CULCON. By the end of the project more than 400 teachers and approximately 13,000 upper elementary and secondary school students will have assessed the materials.

Further aspects of this interesting project will be set forth by Denny Wolfe, a member of the CULCON team and Director of Languages for the Department of Public Instruction and John Ellington, North Carolina Department of Public Instruction and Director of Social Studies, who is conducting the field testing.

DENNY WOLFE: I want to take a little bit of a different twist in describing the CULCON Project and also in describing our state's project in International Education in a way different from the way New York did and the way Utah will. I would like to refer briefly to some of the comments made yesterday by various persons and try to relate the CULCON Project to some of the questions and issues. First, Fred Burke called yesterday for a curriculum infused by Global Perspectives to take on the responsibility of challenging prejudice. The CULCON materials do this. Let me read the last paragraphs of the opening rationale on page 16 of the manual. "The unknown can be frightening and threatening but as knowledge about the unknown increases, fear and threats decrease. A great hope for the future is that a humanistic approach to international and multicultural education can produce global harmony. The study of people with all their differences and similarities can help reduce dangerous misunderstandings and tensions, add to the quality of life on a global scale, stimulate lifelong learning and provide pleasurable experiences for students in the educational enterprise." That's the last paragraph in the rationale which I think speaks to the concern and the call that Fred Burke raised yesterday about International Education. Secondly, several of you have expressed the wisdom of avoiding the conflict of priority between basic skills and global education and of the tough job of convincing people that world survival may depend on affluent nations adjusting to lower standards of living. The CULCON team, I can assure you, wrestled with these same dilemmas and resolved them to the extent of making the materials interdisciplinary in scope; that is to say, many instructional strategies and techniques suggested in the learning activities for each of the seven teaching units give students practice in developing communication skills, while at the same time containing content which shows how the Japanese perceive concepts of modernization, decision making, problem solving, esthetics, the work ethic and education. These materials demonstrate the so-called basic skills instruction. It does not have to exist outside of the context of curriculum to develop global perspectives. In showing how the Japanese are dealing with ecological problems, for example, beyond what America has experienced thus far, these materials provide students with opportunities to explore and define the values associated with day-to-day living and to see the merit and excitement in innovative problem solving, exhibited by Japanese ingenuity, which can quite likely carry over into a student's own evolving ability to cope with change in modern life. The rationale deals with the number of proposed principles for international education. First is the fact that human basic needs are universally similar. Two, that societal institutions help satisfy many of these needs. Third, that the global system is characterized by change, the interrelatedness of events and the interdependence of societies and fourth, that conflict management is crucial to maintain world peace. Further, the rationale describes connection among the individual's strategies to satisfy institutional needs and the global system in which forces of threat exchange and integration affect the world's societies. Out of this rationale springs a model for curriculum based upon concepts that people deal with universally using Japan as a case study under the CULCON mandate for the project. But this model is one in which the study of any nation can occur. The seven sample teaching units which make up the bulk of the manual, although dealing with Japan, can be modified in content to deal with any nation as well. Betty has a transparency which will show you the titles and concept clusters that we chose to deal with and the titles of the seven teaching units that we developed for each one of the concept clusters.

BETTY BULLARD: This is the CULCON outline. We are still arguing over it and with the kinds of questions that we were directing ourselves toward--the decision making, perceptions, expressions, identity and values. This whole idea was not to take the place of anything that existed already in the classroom. It's not a course of study in itself; it doesn't take the place of a textbook or any other supplemental material. It simply is an illuminator--an extender--sort of an instructional hamburger helper. The Japanese team came to the mainland for some credibility testing to see if it really held up in the U.S. and the U.S. team went to Japan for field study to test out the credibility of our materials there. We traversed large and small towns, rural areas, seacoast, mountains. We talked with small groups, big groups, individuals and people from all economic sectors to test out the materials we had to see where our perceptions were incorrect and correct them. We got there just as there was a great furor in Japan over Hirohito coming to this country. There was a great protest. Also there was a protest on the part of bank employees who wanted promotions faster than they were getting them. The whole process there fitted in with what we had suggested already. We lived with the Japanese city planners, mayors and city councils, and discussed the use of resources, the allocation of resources, city planning, the whole decision making process and how values reflected themselves in contemporary life. We visited in small industries that were labor intensive. We visited in extremely large, multi-national industries and in every instance found the people very willing to explain their process to us. We followed the spiritual expressions throughout Japan and had opportunities to talk with Shinto Priests, to experienced businessmen worshipping at Shinto Shrines before a business meeting, etc. The whole idea of solitude and meditation, discipline, the use of beauty became very clear to us through explanations and further study on our part. We had very fruitful discussions with Zen Masters. We spent quite some time in Zen training. We examined the place of the traditional arts in contemporary life as it reflected itself in change of dress, but still the pattern exists and is highly honored. The nature of nature in Japan was another of our inquiries as is the use of Parks and gardens, even to sweeping lakes to keep them clean. Everything is clean. Cars were clean even on a dusty day, but then again we would see a milk cart that looked like this (slide). We played bingo and golf. A popular game in Japan is chess which is played on every street corner and in every park. It was the kids who really touched us all. They were just like ours. Then we examined the school situation for awhile. We talked with gentlemen very much like yourselves with the same concerns as yours. Most teachers are men. Less than one-fourth of the teachers are women. The method of instruction is lecture and discussion. Children still wear uniforms. English is pretty widely taught in Japanese schools. It's the second language. All schools have swimming pools and swimming is a required course. Field trips are taken by the thousands, all over Japan, and in gym classes there is participation by girls and boys. Discipline and strength kept coming through. Something the school systems have there that we don't have is an archeological division in the schools in which excavations are part of the school curriculum. We were looking for the traditional and the uses of the contemporary and what values are inherent within those that we could develop in our textbook designs and from the regular material we have in the classrooms to illuminate the Japanese character even more strongly, so that our kids can understand even better the Japanese. So as you can see here, loaded with our boxes of information, we went away to revise our materials, to relive or to bring about the promise of this project. The materials have been tried out in North Carolina and have been revised and are presently undergoing another revision in the state. Teachers have been more than complimentary about the materials saying that they are a whole new definition for the use in the classroom and it has made them take another look at the other materials they are using to work with kids. One teacher sent me a note that a little child sent to her about the materials and it said this: "Dear Mrs. Kennedy, if we learn all of this about Japan, we will know more about Japan that we do about the U.S."

JOHN ELLINGTON: As Dr. Phillips indicated, we do have programs that preceded CULCON and others that are continuing today. Our interest in and impetus for making a significant thrust in international education came as a result of major curriculum revision in social studies in the late 60's and early 70's. This curriculum revision called for new emphasis on international studies in the middle grades and in high schools.

In-service education of classroom teachers became the key to successful implementation of this curriculum and this special emphasis. On each in-service program, we used the model for involvement shown in this drawing (see attached). As you see, this model calls for including people and resources in in-service training other than those in our own Division of Social Studies. The State Social Studies Advisory Committee that assisted in curriculum revision gave advice on in-service needs, other state agencies assisted in materials assessment. Support divisions within the Department of Public Instruction, particularly the Division of Educational Media, gave staff time, advice, and material support in preparing for and implementing workshops. Local school systems cooperated by giving teachers released time and providing facilities and support services for on-site training sessions. College and university consultants assisted in workshop activities and lent general support to the new programs. When possible, we involved outside support groups such as the one shown here, the African-American Institute.

A most significant challenge of the early 70's was to prepare seventh grade teachers, who had been teaching North Carolina history, for teaching the new course at that level on Africa and Asia. High school teachers of world history and world cultures needed to update their skills and knowledge and to make these courses truly "world" rather than "western" as had been traditional. With the able assistance of the African-American Institute, which received a $30,000 grant for this purpose from a North Carolina based foundation, we were quite successful in meeting this challenge.

During a two and one-half year period, we held twenty-two regional workshops for 7th grade and high school social studies teachers. In addition to the regional workshops, we held more intensive workshops in twelve local school districts. In all, we reached over one thousand teachers. Seventh grade teachers were quite receptive to the new curriculum even though it was drastically different from the old. We think the successful in-service programs that were conducted made for this receptivity and smoothness of change.

Colleges and universities picked up and supplemented the work with our division's advice and support in planning and implementation. In 1973, Duke University brought a select group of seventh grade teachers together in a workshop that produced seven units of instruction on Africa. Three of the units were later published by a textbook company. In 1974, high school teachers produced five instructional units in a Duke workshop and in 1975, selected teachers from the workshop groups went to Nigeria to further investigate how "internationalization" of a teacher takes place. North Carolina State University, with summer workshops in 1974 and 1976, did for Asian studies what Duke was doing for African studies.

One of the most exciting projects was bringing together, in 1973 and 1974 at Davidson College, African and Asian specialists from North Carolina colleges and universities to teach them about "education." These specialists in subject matter knew little about the elementary and secondary schools or effective tools and strategies for assisting teachers and students at these levels. These workshops were successful in turning some of the specialists into valuable in-service resources at various locations across the state. Of the forty specialists involved in the two summers at Davidson, ten have become staunch supporters of our program. They have written projects, held workshops, taken groups of teachers to Africa and Asia, and have generally boosted the level of cultural understanding in school communities where they have worked.

Since 1975, we have worked with the Canadian Studies Center at Duke University on producing curriculum materials for fifth grade and high school. These materials, produced by a group of teachers who went to Canada in 1975, are to be refined by a group of teachers who are now field testing them and by another group of teachers in Canada this summer. When completed, these materials will, we hope, be useful to teachers throughout the United States.

The spinoffs from these programs have been tremendous. I mentioned the initial $30,000 grant to the African-American Institute by a North Carolina foundation. In this one case, after you consider the amount of time and money our Department spent, the amount contributed in kind and in fact by colleges and universities, and the amount forwarded by local school systems, the $30,000 had tripled to $100,000 or more. North Carolina had been very traditional in textbook adoptions until 1971. At that time,

given the new international emphasis in curriculum, we adopted over eighty titles in world studies. The North Carolina School Boards Association had adopted international education as a special project. A group of art teachers is going to Japan this summer. College professors who had had very little input into public elementary and secondary education are now actively involved in what's going on.

Yesterday someone mentioned that in-service education is "where we have to go." A leading educational sociologist from the University of North Carolina says that 85% of the teachers of 1990 are now teaching. If this is true, in-service education is indeed where we have to put our emphasis. A strong in-service program has been the keystone to our effort thus far.

We have many things planned for the future. We need to place some special emphasis on Latin America. We need to continually reevaluate where we are and what needs to be done. We need to identify common teaching objectives for international/intercultural education and to bring to focus the real purpose for such an education. We've made a lot of progress in the past eight years but we know we haven't arrived. The support of our State Superintendent, the support from the National Endowment for the Humanities, from the United States Office of Education, from foundations and from the local school people in North Carolina has helped us to get where we are and this support must continue.

Thank you.

AFRICAN AMERICAN INSTITUTE
STATE ADVISORY COMMITTEE
OTHER DEPARTMENT OF PUBLIC INSTRUCTION AGENCIES
HOW TO DO IT
OTHER STATE AGENCIES
LOCAL EDUCATIONAL UNITS
COLLEGES AND UNIVERSITIES

CRAIG PHILLIPS: Thank you, everybody. I think the key message is that with good people and an agency that is taking the initiative--not away from or in lieu of universities and others--progress can be made in international education.

WALTER TALBOT: It's good to be here. Our presentation this morning will consist of some remarks by myself and then a slide-sound projection by Dr. Avard Rigby. The presentation will be quite homey.

Few people would understand that Utah, a small, relatively unimportant inland state, not blessed with wealth and void of networks of communication and transportation arteries connecting her with the world, would have interest in international education. Yet the international ties of her people and the cosmopolitan nature of her population demand not only an interest but active participation and a leadership role.

Utah has some distinctive characteristics. A center for the accumulation of native and foreign-born cultures, in infinite variety, Utah is home for many whose family and business connections are elsewhere. In attempting to determine our need for bilingual and bicultural education programs, we found that there were twenty-four different languages which were used solely in our homes. An additional forty-two languages were used among our people with fluency equal to English and forty-four other languages were used to communicate in homes and communities where English was dominant.

Native languages other than English come from members of several American Indian tribes who are residents of the state and who are representative of some twenty-five additional tribes who work at the Intermountain Indian School Complex whose children attend the public schools. Spanish speaking citizens and migrants from Mexico, Central America and South American countries comprise about seven per cent of the population. Many foreign students attend our colleges and universities which have international connections. The dominant church of the state, The Church of Jesus Christ of Latter Day Saints (commonly called Mormon), has 20,000 active missionaries who inhabit nearly every noncommunist country of the world. They attract many converts from other nations who settle in Utah to be near the headquarters of the church.

All this provides a society rich in cultural variation whose demands require attention to things international and provide a resource which is available to assist in bringing about international understanding. Albeit the source is deep, it, for the most part, lies dormant waiting development and use. Thus the demands, connections and abundant cultural resource give us the challenge and opportunity to do something about international education.

Conditions in the world, too, attract our attention to the need to move toward the concept of global interdependence and international understanding. The magnitude and rate of change in modern society have made international education increasingly important. There is an expanding volume of human interaction among a growing number of foreign nations, increasing similarity in social institutions and human behavior and a growing internationalization of basic education and social problems. These conditions require that persons of all ages become more world minded and imply that the study and understanding of other cultures are essential if one is to know oneself and gain a valid perspective of one's own culture.

Because we believe that education bears a special responsibility to help prepare the present and future generations to cope with the complexity of global interdependence and to learn to work together in solving common problems, we have become actively engaged in a number of projects and programs in the international arena.

Before I describe for you some of the things we are doing, let me clarify the perspective on global interdependence that is necessary for me to keep faith with certain factions in our society. When we speak of global interdependence, we are not lending credence to a single world government. Our fierce preoccupation with autonomy and a desire to divest ourselves of interference in our pattern of living are not diminished by our acceptance of a perspective on global interdependence. We believe strongly in American ideals and adhere to a central notion of American leadership and supremacy in world affairs.

Despite that feeling (not one of isolation but one of autonomy) we believe that the schools must now add to their historic preoccupation with national heritage and equally vigorously concern themselves with our country's role in the changing world if we are to prepare students meaningfully for life in the next century. This does not imply any less concern for American history and contemporary concerns and issues. Indeed, one may argue to the degree that our national survival depends upon a realistic knowledge and understanding of other peoples and nations, this kind of emphasis in our schools is the highest form of Americanism.

In 1974, the Utah State Board of Education adopted a position paper on International Education. In 1976 the Board gave direction to reaffirm that position and have the statement updated. That has been very helpful to us in guiding activities in

International Education. The Board said: 1) While preserving the American heritage, international education should permeate the total curriculum. 2) International Education should be designed to increase the student's sensitivity to the needs and values of others. 3) Modern language and exchange programs should be expanded as a mechanism for increasing world understanding. 4) Teacher education programs should be modified to include vital components of international education. 5) The State Board and staff should continue to participate in the cooperative identification and mobilization of innovative practices and resources in the field of international education and should exercise leadership in implementation in the public schools of the state of those promising new practices and instructional programs gleaned from cooperating nations throughout the world. 6) The concept of international education and a culturally pluralistic society are closely allied and should be coordinated for their reciprocal advantage. 7) International education programs should emphasize the active involvement of learners and the State education agency staff should support such programs and devise instruments and procedures for measuring the impact of such programs on the knowledge and attitudes of Utah educators and students.

With these things in mind, what is the Utah Education Agency doing in international education and programs to promote global interdependence?

Going back to 1970, Utah was a participant in a program titled "International Interchange of Educational Innovation" with conferences at Princeton, New Jersey and Paris, France. Participating states were Connecticut, Florida, Michigan, New York, New Jersey, North Carolina, Oregon, and Utah. European countries were England, France, Netherlands, Norway and Sweden. From that conference plans were made for continuous interchange of ideas, materials and personnel among the participating countries and states. Materials have continued to flow among and between the participants. The program called International Management Training for Educational Change (IMTEC) gained impetus there. Contacts and friendships begun there have been maintained over the years and had a direct bearing on the conference concluded in October of 1976 in the U.S. under the banner of IMTEC. Utah was a field site and at that conference thirteen individuals from seven European countries spent one week in Utah visiting school programs and conferencing on problems of mutual interest. Pre-field site visit programs were held in Boston and a post field site conference at UCLA culminated the IMTEC program. But its effect will continue for many years. Contacts have already brought expressions of goodwill and reams of materials from visitors. Invitations to visit schools in the countries represented have been received from those foreign visitors.

In 1974 we established an interagency committee on international education to guide our activities and to coordinate those concepts and ideas which have been developed and will be developed on the subject of international education. The committee is composed of members of the State agency staff, institutions of higher education and representatives of local school districts. It was through this committee that we became engaged in an exciting project linking our state with Egypt and other Arab nations.

We are anticipating not only a deepening of that relationship, but an expansion of the concept of link-up of our state with other nations of the world in similar fashion. I should like to describe the important things that are happening.

The program was designed to complement the objectives of the State Education Agency to modernize, expand and intensify international offerings in Utah schools. Thirty-two educators were selected from a cross-section of Utah's educational agencies whose expertise and influence would support the twofold nature of the program (e.g. curriculum development and teacher development). When funding finally came we were limited to twenty-two people representing the state agencies, University and school districts. However, those twenty-two participated in a six-week study seminar in Egypt last summer where they prepared curriculum products which could be programmed for use in curricula of Utah's school districts. At the American University in Cairo, formal instruction was built around three content areas--the Egyptian past, the Egyptian environment and the Egyptian role. Formal instruction was supplemented by educational excursions which correlated lectures with actual experiences in Egyptian communities, institutions and life. The major purpose of the project is to validate the curriculum being taught in Utah schools concerning Egypt and other Arab nations and to validate that which is taught in Egypt and other Arab nations concerning our country. Following the six week sojourn in Egypt by Utah educators, the process of developing curriculum which will emphasize understanding of the two cultures was begun earnestly. A part of the commitment of those participating was to respond to requests of people in our state for explanations and programs involving the project. On an average, seven meetings have been held each month since August with audiences ranging up to 300 people

who have received information and feelings about Egypt and the Arab nations. What better medium is there to create an atmosphere of international understanding and a feeling of global interdependence? Teachers and schools, too, are requesting presentations and discussions by Utah participants and an Egyptian educator who is now on our staff as a result of that project. At the University level, participants have been active not only in classrooms but also in presenting papers about Egypt at state and national conferences. Articles on Egyptian children have been written for childhood education magazines. Our specialist in music has given two workshops on Egyptian composers, instruments and music to statewide audiences. An official report of the project was given to the State Board of Education in December and carried in newspapers and on TV and radio programs. The statewide conference for public school administrators and supervisors on international education was just concluded where much of the material brought from Egypt was displayed and discussed. Entertainment, instructional talks and discussions and other forms of communication gave conference participants a glimpse of Egypt and other countries. As a follow-up of that great conference, eight regional conferences will be held as school opens next fall to amplify the concepts and ideas arising out of the spring conference. There, the staff from the State office and school districts will consult together in small sessions on how to implement concepts of international education.

I think there is no need to further suggest why I am excited about the Egyptian project, its further development and expansion, and the projection of that concept to other countries. I only want to say one additional thing and that is to express appreciation to Bob Leestma and Ed Meador for their assistance and funding. The idea really originated in Russia while we were there on an educational seminar. Continuation of the Egyptian program this summer will assure us of having had at least one representative of every school district in Utah involved in the project. Think of what that can mean to continuity, understanding and to relationships. I want to testify that the feelings and relationships between personnel of our office, school districts and the university have indeed been enhanced through this project. If there is anything that can bring state education agencies, universities and school districts closer together, it is worth pursuing and exploiting to the ultimate benefit of the citizenry and students in the schools.

Because of Utah's strategic position in world cultures, we have the opportunity to greatly expand our activities. Such programs as the one I have just described have a way of creating spinoffs and other good causes. For example, the University of Utah Mideast Center is now sponsoring five modern language programs in the Granite School District where interest has been kindled. In addition, that Center sponsored in March a spring conference of fifty selected Utah applicants who hope to be included in the summer 1977 Egyptian study program. Other activities which are going forward include the development and dissemination of a slide-sound package titled "International Education in Utah Public Schools" and a social studies guide for use in schools called "Focus on Man." Utah teachers and curriculum developers are demonstrating a growing interest in cross-national and cross-cultural comparative studies of family systems, politics, economic systems, religion, societies and cultures. They're seeking increased objectivity and more intellectual honesty in the methods of teaching young people about the United States, other nations and international events and institutions. Increasingly, efforts are being made to provide materials that expose students to non-American perceptions and interpretations of American life and U.S. involvement in the world community.

A survey was recently concluded in the elementary and secondary schools on the extent to which international education was permeating school curriculum programs. The variety of activities reported was heartwarming and gave evidence of increasing interest in international education. I list only a few to cite direction: 1) Students in one elementary school raised $1,000 and participated in the "Partners of America" program by financing the purchase of materials for a new school in Bolivia. They had two Bolivian musical groups perform at the school as a part of the program. 2) A junior high school sponsored a Spanish fair where students were required to speak Spanish in order to purchase various items and use pesos as a medium of exchange. Social studies classes had representatives of various countries speak to them. 3) The lunchroom personnel of an elementary school periodically observed cultural programs representing a particular nation. They served meals and dressed in costumes representative of that country, students decorated tables, etc. 4) Travel-study programs to foreign countries and studies aboard ship enroute to countries are becoming commonplace. In most of these programs, students live in a family's home in the foreign country. 5) Teachers and administrators indicate that collectively they have traveled in and understood the

cultures of 127 different foreign lands and would be willing to use their knowledge and understanding in promulgating curriculum and instruction. 6) Programs in eleven different foreign languages are taught systematically in our schools and scores of other languages are taught incidentally through indirect instruction in music and dance. 7) We have been involved heavily in the movement of international community education. Those activities have multiplied our international contacts causing a flow of letters and materials and invitations to visit. Our Board has passed a policy encouraging the interchange of personnel, not only from state to local, but on an international basis and across disciplines. Our policy is virtually unrestricted and permits us to exchange in any manner in which we believe benefits will accrue to us. We are currently corresponding with officials in Taiwan and India on a personnel exchange which will bring us expertise in fields where we need help and send to them the same. An overarching benefit is the breadth and depth of intercultural understanding such exchanges bring to those who participate. A recent mission to Bolivia by several people from our office and university affiliates has paid rich dividends in international understanding. A staff member of our office has been invited back to help plan a conference which we hope will result in several of our people being involved.

Finally, I want to assure you of my commitment to international education and global interdependence. My interest has been kindled and strengthened by numerous letters and personal meetings and conferences with people of other lands. My own visits to Taiwan, India, Egypt, France, England and the USSR have been exceptional and have imprinted in my mind the benefits of international understanding. I am pleased to be currently preparing for a similar experience in Mexico, Costa Rica, Venezuela and Brazil.

Evidence of my interest and commitment is further explained in ten principles which I used in a speech at the Second International Community Education Conference: 1) We need to be men among men rather than Americans among Chinese, other races or nationalities--white among black--or haves among have nots. 2) We need to come to know that with understanding comes better relationships. 3) We need to understand that the learning of culture is much more than learning a language. 4) We need to explode myths such as the spiritual and humanist qualities of Asia versus the materialistic views of capitalistic nations. Both cultures are made up of people and qualities overlap. 5) We need to do less for people and more with them. 6) We need to make the statement "all men are brothers" a declaration of commitment which recognizes that brothers differ and in differences there are inherent strengths. 7) We need to know that thought is barren unless it has a relationship to action. We know many things; but we must develop serious empathy and feeling for people. We need to emphasize the posture of loving people and using things rather than loving things and using people. 8) We need to accept the fact that tradition dies a hard death. Indeed, when people change, they do so only for a good reason. 9) We need to find a balance between pragmatic education, which may be characterized as the most popular subject for the most lucrative job, and the ideals of education which provide for the beauty of character and for community leadership and service. 10) We need to emphasize the benefits of self-reliance where people may be less dependent on outside influences. At a time when whatever happens in any nation may affect the entire world, self-reliance is a most difficult concept and a most essential principle. In self-reliance, people and nations are less subject to inflation, changes in government and economic hardship. And yet at the same time we need to develop the spirit of cooperativeness, a oneness where brotherly love prevails. Now Dr. Rigby will show you a slide-sound projection.

AVARD RIGBY: This slide sound production was developed in cooperation with our media division in our state education agency for two purposes: 1) To motivate interest and understanding of our efforts in the area of international education, which the Superintendent has so eloquently described. 2) In order to interpret to a variety of audiences within the State of Utah the meaning and intent of the position paper. Dr. Rigby then showed the slides.

CRAIG PHILLIPS: Thank you, Walter and Avard, for the typical Talbot Utah job and on top of that we are on time. We'll be back here after lunch.

TOM COLLINS: What we are going to do now is have a panel on training this afternoon and the panel is made up of six gentlemen, all of whom have had extensive experience in one kind of training or another. My task is to introduce them and turn it over to the gentleman who is going to chair the group so I will proceed. The second gentleman on my left is Walter Carrington, who is the Executive Vice President of the African-American Institute and is primarily concerned there with the training and educational activities. To his left is Carter Hart who is the Chief State Social Studies Specialist in New Hampshire and has had a great deal of experience. Next is Dr. Edward Glab of the University of Texas. He is the Program Director of the Latin American Institute. To my right is Norman Abramowitz whom we met this morning and next to him is David Grossman who is a Professor of International Development Education at Stanford but we associate him more with what we call the BAYCEP Project, which is the Bay Area China Project. The last gentleman I am going to introduce has the onerous task of honchoing this thing through and that is Michael Hartoonian, who is the Social Studies Specialist in the State of Wisconsin.

MIKE HARTOONIAN: A couple of objectives occurred to me when I was asked to chair this meeting. First of all, to get some input from the Chiefs relative to what they would like their staffs to do in order to carry out work in the area of defining the parameters of training in global education. Second, to have a reversal in the flow of information and give the Chiefs some ideas from staff people relative to the same issues. We are hopeful that this discussion will bring toegther both people and ideas.

Each speaker will take about five minutes addressing the group and Carter (Hart) is going to try to list some of the questions that are raised by the speakers and we will also have an opportunity for some questions from the floor. Before we hear from our first speaker, there are three points that I would like to make. One was made this morning in terms of training and the fact that if 85% of our teachers will still be in the schools in the 1990's, then what does this mean in terms of inservice activities and the kinds of allocations that will be needed relative to resources and empahsis. To me, that seems to be the most important thing you can say about education in the future. That statistic is ominous in a lot of ways.

The second point centers on the concept of citizenship. I am going to state this in a conditional sentence and then drop it. If the first objective of education in a free society is enlightened citizenship then this priority must be defined and supported and it seems to me that that will call for a different political agenda than the one we have been following in the past.

The third point has to do with hope. The most important factor in longevity relative to individual life span speaks to the individual's understanding and concept of happiness or joy. The people who tend to live longest are those that are joyful. The most important factor in the longevity of the life of a society is also joy--or what I would call hope. Hope for the future. And this is the condition I would like to suggest here. If we intend to help shape a better future, then we must help to foster joy and hope in the future by a reaffirmation of the human spirit and of the human intellect. There can be no scarcity of human intellect. We are in a precarious predicament. Our culture and the cultures of others can turn on us and perhaps destroy us. The atomic bomb or the 747 airplane or the chairs we are all sitting on are nothing but solidified culture and I think we have to come to understand all of our culture. But the predicament is this: we run the risk today of having that culture turn on us and destroy us whether through war, famine, etc. But, the only thing with which we have to work with in order to resolve these problems is culture. I would like to start off this session by calling on Walter Carrington.

WALTER CARRINGTON: Thank you very much Mike. I must say I feel somewhat of an outsider among these people who have been talking to you over the last couple of days. I am not an educator. What I do at the African-American Institute is to oversee a number of our programs. We are involved in about twenty-six different programs having to do with Africa and the U.S. involving training of Africans who come to this country and are involved with informing this country about Africa. One of my unhappy tasks is to tell some of the people who know a lot more about the programs they are carrying on than I do what some of the budget realities are, and how they must cut their cloth according to what is available. I do feel some sort of link to you having spent some of my youth being a state official myself. I understand all too well the kinds of budget and legislative restrictions that you have to operate under. In the late 50's and early 60's when I was a Civil Rights Commissioner in Massachusetts I knew how difficult it was to try to bring in innovative new programs and things that were not a part of a legislative mandate. I am interested in hearing about your concerns about what we have been talking about today. In fact, during the coffee break this morning, I had resolved that I was going to say very little so that I could give my time back to you. Then, after the break we were treated to that Utah slide production and some thoughts occurred to me that I ought to say. This morning I had my TV on and the local news told of the story of the ordinance in one of the cities in North Carolina which was vigorously debated by the city council as to whether or not the portrayal of the nude female breast ought to be outlawed. Now, as a lawyer by training and a civil libertarian by disposition, I had great problems with the kind of censorship that was being talked about. But on the other hand, as one who has for the past fifteen years been involved in the international field, and as one who is now involved in a program trying to teach Americans about Africa, I must say that I realize that the showing of the nude slide had a real educational purpose. I'm sure that it was only the limitation of time that kept you from pointing out, Craig, that that slide represented all the things that are wrong about the way in which Africa is perceived and the kind of things that ought not to be done. It was meant as more of an educational gesture than as an example of locker room humor. Also, it gave me a framework in which to put my few remarks. When I was in school, I can remember that movies and textbooks were the two primary generators of stereotypes and prejudices in our society. I think it is ironic that one part of ROOTS became the most watched event in the history of TV. I think that says a lot about what has happened in the last twenty-five or so years, about the way in which that 12% of our population whose roots are in Africa are portrayed in our mass media. We've been talking a lot about global perspectives and someone was saying this morning that global perspectives and international education are important because they give us an understanding of others. I want to talk about African studies, particularly because I think the study of Africa gives us an understanding of ourselves because it deals with a very large group of Americans. It deals with their heritage. Rose Hayden sort of shocked me yesterday when she pointed out the U.S. is the fifth largest Spanish speaking country in the world. Well, in those same terms, one ought to remember that the U.S. is the second largest black country in the world. There is only one nation that has a larger black population and that is Nigeria which is now a chief foreign supplier of oil to the U.S. We have at the African American Institute made a study of the use of Africa in U.S. education materials. It was written by a member of our staff and it gives a very good insight into the way in which many Americans are still learning all the wrong things about Africa and the African heritage. I would commend it to you and your teachers who are looking at textbook materials that have to do with Africa. It seems to me that one of the things that we need to do in this country as we look at some of our domestic problems is to realize that one of the roots of those problems has to do with a perception of Black Americans as coming from a cultural past as people who have had no roots. When the kids in South Boston taunted the black kids who were bused into Roxbury with taunts about their jungle heritage, they are portraying the very poor job that we are still doing here in America about teaching our children about the heritage of Black Americans. It seems to me that one of the things that we need to do is to begin to change perceptions with facts. We need to understand that as good as the film was that we saw this morning, in terms of international education and global perspectives, in my view, it is still wanting because the only image that I saw of Africa was the group of three Africans sitting in a kind of rural setting with their traditional costumes. I got no understanding of the tremendous diversity that is evident in Africa. Africa is a continent of tremendous change and it is important that in looking at Africa, we look at a wide spectrum and not just at the old National Geographic portrayal of that continent.

We have programs working with school systems all around the country. We are now at a very crucial point at the Institute and one of the reasons is that we must decide whether or not we are going to continue with the program we have for reaching out to teachers around the country. It has been a very expensive program. It was pointed out that we had a grant of $30,000 from a local foundation, but that money was only a fraction of the cost of that program. The money that the Institute contributed in terms of the time of its people, etc. cost much more than $30,000. The grant that we have had from the Carnegie foundation has run out, so we are at a real turning point. What I need to know from you is just how important it is to provide the kinds of things that we have provided in the past in terms of helping you to train teachers to teach about Africa and providing opportunities for teachers to go abroad every summer where we give them a real educational learning experience on the continent. How important is it to continue to reach the teachers in the way in which we have done? I think it is important as the job is far from being done. I believe very strongly that if we are ever to bind this country up, if we are ever to make it other than the two nations that the Kerner Report has stated that we divided ourselves into, then it is important that every white child in this country learn a respect for African culture and that every black child learn to take pride in that. That is what the African American Institute is about in its training programs and what we would like to help you with, if you think that the work we have done is important and that it should continue.

ED GLAB: Speaking of statistics, I want to say one thing before I talk about Latin American studies, and that is related to the U.S. having the second biggest black population in the world. It's startling that for every black slave that came to the U.S., nine went to Brazil. I wonder how many of you ever thought about the fact that there are many Latin American nations with large percentages of blacks. Some nations may indeed have a majority of blacks. This November in Houston at the annual meeting of the Latin American Studies Association we are going to have a joint African-Latin America meeting. If you look at countries like the Dominican Republic, Cuba, Panama, Venezuela, Haiti, Colombia and Brazil--if you have ever traveled in any of these places, one of the things that you will note immediately is that there are a large number of blacks and the black experience in Latin America is one of the most intriguing and interesting areas of study. It has been largely untouched. Nobody has paid very much attention to what has happened to the blacks in Latin America. We are trying to correct that at the Institute of Latin American Studies. In a book we are coming out with there's an essay comparing the black experience in Brazil with the black experience in the U.S.

Now, what does international studies specifically mean to me? Obviously to me it would mean Latin American studies. At the Institute we are primarily concerned with international studies as they relate to Latin America. We are concerned about establishing links between the university and the community. First of all we have a radio program and a media program designed in general to make contact with the community at large. We have a nationally distributed radio program that was on about one hundred stations last year throughout the U.S. We do occasional TV programs and we submit articles to newspapers to try and keep the average person on the street somewhat informed about what's going on in Latin America. Currently, we have been emphasizing Panama. The second area that we work in is in training teachers in Latin American studies. The third area is in working in community and junior colleges in helping to train teachers and develop curricula materials for use at the community college level. The last area we work in is in creating linkages between various four-year institutions of higher education throughout Texas. Someone said yesterday that there was no natural constituency of international studies below the college level. That may or may not be the case, but there is certainly a natural constituency for Latin American studies. Fully 40% of the people who participated in our inservice training workshops and who took part in our summer institute last year were of Latin American descent. We are reminded also that we are the fifth largest Spanish speaking country in the world. In less than ten years--1985--it has been estimated that the Spanish speaking population in the U.S. will surpass Blacks as a total percentage of the U.S. population. There is very much a constituency in the U.S. for Latin American studies. It is a very relevant thing to be doing not just in the Southwest where I am, but also in Illinois (which has the biggest bilingual program in the U.S.). There are four things we try to accomplish in orienting teachers to Latin American studies: 1) We try to turn them on and create enthusiasm for Latin America. 2) We obviously try to inform and train them about Latin America. 3) We try to provide them with and encourage them to develop curriculum materials. 4) We try to establish some linkages between Latin American studies and bilingual, bicultural education and ethnic studies. We are not in the business of bilingual education but one component of bilingual education is the study of the culture associated with the mother tongue. What we have been attempting to do is to relate Latin American studies to ethnic studies and to the bicultural component of bilingual bicultural education. What we have tried to do in that area is to illustrate to teachers how a subject like American History is also Latin American History. I think most of you are probably aware that the southwestern part of the U.S. has far more in common with Latin America than it does with Anglo-America. When we study American History, our argument to the teachers is that we should pay more attention to the Latin American Heritage and to Mexican-Americans (at least in the southwest) than we have up to this point. We make the same basic argument when we talk about world literature, geography, world history or any number of subjects; Latin America is not a place that we can afford to ignore or that we ought to ignore. We have many materials that I shall be glad to send to you.

DAVID GROSSMAN: I come from a slightly different perspective than the two previous speakers because I am based in a School of Education and we run into problems if we base our curriculum on ethnic percentages of population. We never try to justify our curriculum in those terms. We justify it in terms of a more cross-cultural perspective which we believe is one of the dimensions of global perspective. We started out with China, largely through the help of the National Endowment for the Humanities and that's what we are most known for, The Bay Area China Education Project. We were funded as a model multi-cultural project. We've taken that injunction seriously and have started similar projects at Stanford on Japan and Africa. Our own look at the curriculum (for example in California) indicates that if we really try to deal with area studies, we get into a competition of Africa versus the Middle East versus Japan, etc. We do not compete. We want to incorporate other cultures wherever they are relevant in the curriculum. Therefore, we use a largely conceptual approach. Our units are on stereotypes, communication, etc., and in addition they have a China content or a Japan content. This makes the most sense to us in reaching the maximum number of kids. We think it is impossible to create a specialist in four or five different culture areas. We find on the other hand that once you work with a teacher in one cultural area like China, it is much easier to work with someone on Japan or Africa. One has thus created a constituency which is sensitive to other cultural areas.

I am sensitive also to the role of the university in this kind of work and particularly with the notion of outreach as it is called which has been partly mandated by Title VI of NDEA. Also I would like to stress to this audience the notion of the importance of linkages. Remember that most of the work in global and international area studies in this country has been done at the higher education level. The universities and the resources that exist there must be brought to bear on the problem. Otherwise, we risk the danger of increasing stereotyping and increasing cultural misunderstanding. A lot of the people today and yesterday are a little more romantic in terms of increased understanding than we who have been working out in the schools. We find sometimes the reaction goes the opposite way. People sometimes react negatively to presentations that we do. China is very controversial and if you present the world as the Chinese view it, it doesn't necessarily make people more sympathetic. They may be hostile.

We have been testing models. I would say that we are just beginning in this field and one of the problems is the state of the art. An important task ahead of us is the problem of conceptualization in terms of two dimensions. We need to know what concepts are relevant in teaching about other cultures but also the developmental sequence (e.g. what is relevant at different age levels?).

What we have tried to do, particularly in the Asian studies field, which I know most about, is to think in terms of two kinds of networks. One is a national network of everybody doing work in this field on Asian studies. To what extent can we exchange? The other kind of network we need is a kind of vertical network that reaches up from the student to the State Department of Education. In California, we've got together a group we call the "Task Force on Global Perspectives in Education" which is making a joint effort to look at the curriculum in terms of the problems with curriculum change which we are starting to encounter. We know it is a long process and we have to do some serious thinking. If you want specific information, I would suggest you talk to me about the projects. We've done a lot of inservice education on China and Japan. We are just beginning on Africa, but the idea would be to gradually phase in all of these culture areas including Latin America, perhaps starting next year.

NORMAN ABRAMOWITZ: I think what I would like to do is simply react to what I learned in the last two days and I believe that will help me clarify my own thoughts if nothing else. One of the things is that New York is not unique in international education. My feeling on the basis of these last two days is that perhaps this afternoon's session should not have been called "Teacher Training" but Teacher Education" because "training" means something that I don't think we are all about. I think we've clearly seen that education is not indoctrination. International Education can be defined in any way with which you feel comfortable in defining it, whether it be African studies or global studies. The citation of grim statistics and facts is not necessarily the aim of international education. The whole point of global education is options. Not only do we need each other but we also need the organizations that these people who have spoken to us represent. I think it is a wonderful idea for the Chiefs to have brought staffs here together because we will be the ones who will be talking with each other on these matters. Perhaps the best part of this conference for me is that I found that there is nobody ahead of this game. There is not that kind of competition. There is not one organization, no one group, no one agency, but a universal belief that perhaps by cooperating with each other we could make this a little bit better teaching opportunity for the teachers and kids and maybe for generations to come a little bit better world. If there is a question as to what we are doing in teacher training, we have been in this work for many years and we have learned from our mistakes.

CARTER HART: It would be inappropriate and certainly unnecessary for me to summarize the presentations. They have been well delivered. I would like to look at another dimension of teacher training. It is a dimension of this conference, but one that is frequently omitted in the training of teachers.

To do this I would like to share with you briefly a personal experience. I joined the Department of Education some eleven years ago at the very time that the New Hampshire Council on World Affairs received a grant for $50,000 for the three year development of Junior Councils on World Affairs. I might add that $50,000 to be used with the then total state population of 750,000 is a pretty significant figure. Practically none of those Junior Councils that were then so active remain. Simply put--the money went, the outside pressures went, and the Junior Councils went!

I think there is a lesson in this, and it is that we have to develop, within the training program a dimension of program institutionalizing. This is significant since I do not believe that you can maintain a program if you ask the outside developer to do a job that only the teacher can do. I think we have to develop in each teacher both an ability to clearly convey the rationale for the programs they are using and a desire to convey that rationale to others. No one can do it for them.

We talk about locally designed programs. They also have to be locally maintained and all too often it is the outsider who has established the rationale. Teachers cannot convey or do not see the need to convey a program rationale to the various publics they serve: the school boards, parents, and community leaders.

Without this teacher training component I think we are in quite a bit of trouble. I think programs will cease to exist as the money dries up.

One example might be MACOS. Whether or not you agree with the aims and activities of this program it is interesting to note that after some controversy in my state those MACOS programs that were taught by teachers who understood the program's rationale continued. In those school systems and communities where the teachers could not clearly convey to the people why they were doing what they were doing the programs died and I would suggest that maybe they should have.

In summary, I am suggesting that the training programs being discussed at this conference include the need for teachers to present a program rationale. Then teachers will be able to convey clearly and continually to the public the "Why" as well as the "What." Thank you.

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MIKE HARTOONIAN: Thank you, Carter. In sitting through some of the discussions, particularly this afternoon, a couple of words come to my mind and I guess one was "rationale." What is the program attempting to do and how and why? A couple of issues seemed to have surfaced in regard to training. One had to do with the proliferation of problems--sort of a stockpile of problems--that we are confronting and the other thing is the assumption that to know other people is to like other people or to understand them. These two items have come up over and over again. I still have the feeling that the concept of hope is more important than ever. It seems to me that in the life of the individual as in the life of society, people tend to give up when they lack hope in the future. I think that is a very human attribute. If these problems are not shot through with a sense of ethics and with a sense of hope in the future, then it will be very difficult for us to have training programs, and to institutionalize global understanding. I do have some hope and it was reaffirmed in a sense yesterday and today.

CRAIG PHILLIPS: Are there any questions or comments?

QUESTION FROM THE AUDIENCE: A brief comment regarding the past activities of the African American Institute. I would hope that the amazing phenomenon of national interest in ROOTS has redoubled efforts. So much has happened and changed in Africa over the past ten years that I see a tremendous need to expand our attention to this troubled continent that is going through so many of the same growth pains as this continent did 200 years ago.

COMMENT: In education, a lot of the times we have to use the backdoor approach to get the things that we want and despite the fact that the Afro-American heritage of many of our citizens is a necessary thing to study, had we based the North Carolina study on Africa for that reason, we would have been shot down immediately. We had to approach Africa for Africa's sake and I think we have to do that in every case. You have got to study a culture for its own sake rather than for the makeup of the population. If the end result is a better understanding of Black Americans, that is what we want.

WALTER CARRINGTON: I have no problem with that at all. I think you're in a position to understand ways in which you market the program and whatever reasons you give in terms of being able to mount the program. I'm not concerned with that. What I am concerned with is that we are able to have these programs and as many of them as possible and I completely agree with you in terms of the studying of Africa for Africa's sake. But there are some instances where you can't do that, where there is no interest in Africa at all and maybe the other approach might work. So whichever way you do it, I have no problem with that. What I want to see is a greater understanding on the part of Americans about Africa.

COMMENT: I would just like to say that our problems are immense in this whole area, but as one who has worked in this area for thirteen years, I can tell you that it is tremendously encouraging that we can get a group like this to sit down and talk about this whole area of international education and global interdependence. I am tremendously encouraged by the things that are taking place and by people like yourself who are implementing the concept that it will be done.

COMMENT: At the same time, Walter (Carrington), you are phasing out your education programs.

WALTER CARRINGTON: We are in a very difficult position. We are at a time when our interest in education programs is higher than it has ever been. We are also at a point where the money for it just does not exist. That is, our grant ran out this year. We have not thus far been able to raise new monies to carry on this program. We have to decide whether we are able to finance the program completely out of our own resources or whether we can finance a part of it and whether a much diminished program makes much sense. What I am trying to find out is, how much interest is there? Are we really dealing in, as Bob Gilmore mentioned yesterday, "quicksand?" What happens if our program stops? Does the quicksand cover it up and you never have any notion that anything was there before. They say interest is very high and of course the ROOTS phenomenon makes it even more important and more durable now than ever before; but there is a real problem in finding funding to carry on this kind of program.

CRAIG PHILLIPS: I believe it is time for the next group.

JERRI SUTTON: In Virginia it seems that there were some parents who had a set of twins age 6. These boys were into everything and could hardly come home from school without being in trouble. The parents would discuss every night how they were going to handle the problems with the twins. They talked with the teachers, neighbors, grandparents and as a last resort, they decided they would take the twins to visit the priest. The father said to the mother, "You know, we must not take them together. We must separate them." The mother agreed. Upon arrival at the priest's, the one twin was left with the priest who said, "Do you know God?" The child was silent. "Do you know where God lives?" "Do you know where God is?" For about twenty minutes he talked with the child and the youngster never said a word. Finally, the priest said, "Young man, do you know God? Do you know where God lives and where He is? Do you understand those values which we have been talking about recently?" The youngster said, "Sir, would you excuse me just a minute and let me go outside?" The priest said, "Certainly." So the boy got up very quietly from his seat, walked out the door and ran past his mother, ran home, ran past his father and upstairs and knocked on his brother's door. He ran inside and jerked his brother out of his bed, slammed him up against the wall and said, "John, when Daddy takes you down there to visit that priest and he says, Listen here, boy, don't you say a word. God is missing and they think we've stolen him." At The National Endowment for the Humanities, Bill Russell is the Assistant Director of Elementary and Secondary Education. Prior to coming with the National Endowment for the Humanities, he was an Assistant Professor of Education at Emerson College, an instructor at Boston University, an assistant Dean at Harvard and a former teacher of French and English in Grades 8 through 12.

BILL RUSSELL: The time pressure has reminded me of G. Bernard Shaw adding a "P.S." onto a very long letter. "If I had had more time, I could have written a shorter letter." I get the feeling that this is a bit like being on the Gong Show. The National Endowment for the Humanities is an independent federal agency whose purpose is to serve all aspects and levels of humanistic study in the United States. At the time of its founding in 1965, the Humanities Endowment was joined together with the National Endowment for the Arts in an Act that was called the National Foundation on the Arts and Humanities and while the two endowments exist separately, they nevertheless are considered together as making up the Foundation. The authorized areas of support for the Humanities Endowment as defined for us by Congress eleven years ago include, but are not limited to, language, both modern and classical, linguistics, literature, history, jurisprudence, philosophy, archeology, comparative religion, ethics, the history, theory and criticism of the arts as well as the study and application of the humanities to the human environment with particular attention to the relevance of the humanities to the current conditions of national life. The Endowment is made up of four program divisions: 1) The Division of Research Projects which supports large scale research efforts in the Humanities, 2) The Fellowships Division in addition to individual fellowships to scholars, supports a variety of summer institutes or summer seminars. Of particular interest to you, I think, are summer seminars for school administrators. Last summer there were two and they were so successful that I believe this summer there will be five, 3) The Division of Public Programs whose constituency is made up of the entire adult out-of-school public, probably gives the most dramatic grants that come from the endowment. You have the Adams Chronicles through the media program; the King Tut and the Chinese exchange museum exhibits through the museum program and the state-based programs with which I am sure you are all familiar, 4) The Division of Education programs aim to support curriculum related projects at all levels of education and that is where the elementary and secondary education program is housed. The purpose of The Elementary and Secondary Education Program is to strengthen the teaching and learning of the humanities in the nation's schools. This is done by encouraging the development and testing of imaginative approaches to the humanities with demonstration projects that last a limited but not finite amount of time and that will promise to serve as models for many other institutions. This is a competitive grant application process that is reviewed with outside peer review. There are five areas of particular interest currently for applications. First, projects that relate recent scholarship in the Humanities to inservice teacher training along with the design of new curricula. Second, projects involving collaboration between schools and other educational and cultural institutions, such as museums and libraries, colleges and universities, departments or schools of education. Third, projects with heavy endorsement of large administrative units, such as school districts or state systems, to improve teachers' and students' knowledge of history, literature, foreign languages and foreign literature. Finally, projects that emphasize expository writing within the context of humanities curriculum are also to be found in this area. We added that last emphasis about a year and a half ago out of frustration we all share because of the writing problem in the country. The Elementary and Secondary Program has been relatively unknown over the last several years. It has been growing tremendously, particularly over the last year. The guidelines for the program were completely rewritten last year, partly inspired by an effort to expand the scope of the program. A copy of the new guidelines was sent to all the Chiefs a couple of months ago. Let me just briefly go over the three types of projects which are described in the guidelines. The first is called "Extended Teacher Institutes," which comprises the model that we think justifies the claim for improvement over the old NDEA Institutes. It is essentially a year-long institute, if you will, that begins with the intensive summer work and lasts throughout the academic year, where teachers will attempt to implement what was learned during the summer with the continuing support of the project staff. The first three of these were funded last summer. One was in the State of Washington for foreign language teachers from Washington, Oregon, and Idaho. A second was at the University of North Dakota for a project bringing teachers from the adjacent states to study regional and western history, and a third grant went to the University of Massachusetts, both Amherst and Boston for teachers from the whole state to study Philosophy in the Schools. The second funding category is the newest and most ambitious, entitled "Regional Development Grants" for lack of a better title. Its aim is to strengthen the humanities, be it a discipline or several disciplines throughout an entire school district or several contiguous school districts or conceivably throughout a whole state system. The first deadline for applications for so-called "Regional Development Grants" will be November 1 of this year. Finally, the third category is

"General Projects" and that includes everything that doesn't fit into the first two. Over the past several years a very large percentage of the grants that we have given have fallen under the general heading of non-western studies (e.g. North Carolina's Asian and African projects; a three-year project in Kansas for Asian studies; a three-year project in Illinois for African studies). You have heard about the BAYCEP Program, grants to the New York State Department of Education, and others. I think the current grant to the Center on Global Perspectives shows particular promise because of its attempt to develop a comprehensive conceptual framework along with curriculum materials that will draw heavily upon the humanities as content but yet will be flexible so that there is plenty of opportunity for local adaptation. You can see many applications in the last year in foreign languages and in expository writing just as you would expect. The most dramatic grant has been the Bay Area Writing Project. The grant will enable that project to expand throughout the entire State of California and also in at least six other states. The project could expand to as many as 3 or 4 dozen states. The first may be Oregon. I know interest has been shown from New Jersey, North Carolina, Colorado, and the State of Washington. There have been grants in the last two years that have gone directly to State Departments of Public Instruction. One is to The State of Washington for a project in the Tacoma schools and one in Indiana for a statewide project there. Finally, I emphasize two things. One is that by design for reasons as much practical as educational or philosophical, our literature's description of the programs emphasizes inservice teacher training along with curriculum development. Secondly, the whole issue of cost sharing has in the last year become a competitive factor in the reviewing process. More and more reviewers wish to see not only stated commitment, but also evidence of support from the relevant administrative units. I will send each of you a copy of the guidelines and would invite those of you who are interested to please get in touch and discuss any ideas that you might have.

GILBERT ANDERSON: I believe a word of commendation is due the members of the Council of Chief State School Officers. Many of us in Washington have witnessed a number of significant developments by the Council in the international education field. These include: First, the formulation of a strong International Committee; second, the recent addition of an International Office at the Council's headquarters directed by the very able Robert Weatherford; third, the initiative of the Council in sponsoring this Conference; and, finally, the participation of State Departments of Public Instruction in this dimension of international education. The importance you give to this activity is further demonstrated by your being here and expressing in many ways your dedication to this important educational field.

This afternoon I am not going to talk about concepts since you will be hearing from our former Assistant Secretary of State for Educational and Cultural Affairs, John Richardson, who will speak on this topic tomorrow. But I would like to talk to you briefly about the programs of the Bureau of Educational and Cultural Affairs and also say a word about leadership and resources in international education.

As a Bureau in the Department of State, we view international education as part of the national foreign policy commitment of this country. This is very clear in the cumulative legislation we see on this subject. The most recent is the Japanese-American Friendship Act passed by the last Congress. Prior to that one can cite among other Acts, the Mutual Educational and Cultural Exchange Act and provisions such as those in the National Defense Education Act for foreign area and language studies. These and related legislative enactments are the foundations of a growing federal policy and participation in international studies, educational exchanges, and cultural affairs generally.

What are some of the national purposes that are reflected in these programs? Let me cite a few goals: 1) To contribute to the development of a more humane world; 2) To utilize the instruments of educational and cultural exchange to develop better international understanding; 3) To enlarge the network of educational communication between the peoples of the United States and other countries; 4) To develop foreign area and language skills and an appreciation of other cultures; 5) To foster a better understanding of potential or actual conflict situations which impede international cooperative relations.

A great growth is taking place today in what is popularly called "cultural diplomacy" in international affairs. One can cite, for example, the Conference on Security and Cooperation in Europe and the prominence given to "Basket Three" (agenda item three) which concerned, among other things, the movement of people, the freedom of information and educational and cultural exchange. We also note the diplomatic thaw with the People's Republic of China in 1972, and the subsequent contributing role of educational and cultural exchange to improve relations with that country.

In 1974, when a number of Joint Cooperative Commissions were formed between the United States and certain countries in the Middle East, the participating governments requested increased educational and cultural programs in their relations with the United States. More recently the loan for the exhibit in this country of the treasures of the King Tutankhamun tomb is another illustration of the role of cultural exchange in American relations with Egypt. Taken collectively, these evidences of educational and cultural cooperation are indicative of the significant developments in the area of "cultural diplomacy."

Through the international interchange of persons and ideas, the United States is promoting this national policy of cultural cooperation with other countries. The Bureau of Educational and Cultural Affairs maintains a wide range of activities to support these efforts. Among its programs the Bureau brings leaders from foreign countries to the United States, sends American scholars and students abroad; assists American performing artists on foreign tours, and facilitates numerous private organizations in this country in their international exchange activities.

I would like now to turn quickly to the leadership role which I think is so important in this field. The State Department has recently given funds to enable the Commissioners of Education of a number of States to visit Africa and Latin America. Later in the year I understand that another group of Commissioners will visit the People's Republic of China. There is also the prospect of an exchange project with the Soviet Union. These are not accidental. They are part of the preparatory steps this country needs to take for better leadership in the field of international education.

I was talking with one of the participants in the African tour who told me that as a result of the visit to Kenya there is the prospect of a mutual exchange of ideas and materials on the teaching of social studies. The Kenyans are also interested in how vocational education is taught in the United States and are seeking ways in which Kenya

could receive help from this country in this field. These are but two illustrations of what might grow through the continuation of an interchange between our educators and their counterparts abroad.

I would like to underline the importance of support for the new Section 603 of NDEA--Title VI, the so-called Citizen Education Amendment. The Amendment is a very useful authorization of a grant program available to American educational institutions for the promotion of cross-cultural understanding. It is basic because we as a people require an informed citizenry if we are to continue to exercise a prominent role in international affairs.

The emphasis of the current Administration on Human Rights-relates directly to the objectives of international cultural programs. What better way is there than exchanges of persons to further the communication of ideas, and an appreciation for cultural and human values of other societies! Visitors from abroad see our democratic way of life, our open society and our concern for human values and individual liberties. Americans on educational missions abroad likewise learn the value systems of other countries and contribute to a better understanding of Human Rights.

I would like now to speak briefly about additional resources the U.S. Department of State has available to assist organizations engaged in international programs.

Through the Department you may obtain speakers on foreign affairs. Resource persons are available for lectures, seminars and community programs through requests directed to the Bureau of Public Affairs. Similarly, on request you can be included on a mailing list to receive publications on foreign affairs and related materials issued by the Department.

We have been most fortunate in learning here of the important contributions of a number of private agencies working quietly around the country--the Center for Global Perspectives, the African-American Institute, Sister Cities, Partners of the Americas, and others. There are, of course, many fine organizations doing excellent work. The programs of these agencies could be augmented from time to time through contacts and consultation with some of the foreign visitors who are coming to this country annually on State Department grants, or through academic contacts with foreign scholars who are in residence as lecturers or researchers in various States on Fulbright awards. Moreover, there are approximately 2,000 foreign students in the country on Fulbright grants, many of whom would welcome invitations to school or community activities.

If you are interested in pursuing these resources for your programs in international education, we would be pleased to be of assistance.

Finally, I would like to leave with you a few questions for further reference: 1) How can the State Departments of Public Instruction, and the school systems generally, use the available resources for international education more fully and more effectively? 2) How can the State Departments of Education work more closely with the national office of the Council for Chief State School Officers in international education? I believe you need such a link--an effective liaison which will serve both the public and the private sectors.

Again, let me say that the Bureau of Educational and Cultural Affairs wants to be helpful in furthering your programs in international education. Thank you.

JERRI SUTTON: If money is a source of power, we probably need to stop and look at the nature of funding. Sometimes in education, we seem to believe that if only we had more dollars then we can solve our problems. Our session on funding is probably Step Number 18 down the road. It is not Step Number 1 because we have to ask ourselves what we will do with the dollars if we get them. Why do we need them and when and where do we put them to use? So funding is not always the first question of priority in the development of programs. Two other sources of funding are the foundations and corporations. Bill Delano represents the foundations. Bill is a consultant with the Gilmore-Mertz Foundation and a member of the staff of the Center for Global Perspectives. He's an international lawyer. His career has been distinguished in the field of international studies. He was the first general counsel for the Peace Corps and also served as Secretary General of the International Peace Corps.

BILL DELANO: The data base for foundation giving in this area is very insufficient. One good benefit of being asked by Bob Weatherford to speak is that I am now going to get better statistics and send them to you. 460 foundations in the last four years have made 45,000 grants. The computer isn't tuned finely enough yet, but I could get out of that 45,000 only 679 grants for international education. Of that 679, clearly 358 went to universities and colleges. 321 of those went to councils, institutions and associations and some of those went to the schools. I will have to work on these statistics and get back with you. An example of the good guys is Lily Endowment in the midwest. That group in the "Breadbasket" of this country has funded Jim Becker, Howard Mehlinger and Chad Alger.

CRAIG PHILLIPS: The first person I would introduce to you, you all know well. I would like to review the background from which he comes. Bob Leestma is a person who has provided leadership to OE's international efforts over the past nine years. He has kept the program alive during the difficult years, while simultaneously broadening its emphasis to include general education at all levels as well as the training of specialists. He has also personally initiated an extensive series of activities at elementary and secondary levels with and without federal funding and I think that's very crucial to many of us here. You've seen and heard about several developments over the past few days in which he has played an important role. One is assistance on the position paper. In 1968, at our annual Chiefs' meeting in Salt Lake City, he challenged the Chiefs with the idea of field seminars abroad and has since spoken at several of our annual meetings and helped to provide impetus for the establishment of the International Committee itself. He contributed ideas and funds for some of the projects that launched it and was among the original sponsors in funding services for this meeting. Bob is the man who has helped broaden higher education legislation through appropriations action to systematically provide some funding for elementary and secondary education through the Outreach Program of NDEA, Title VI. This morning he is going to share with us the results of a national study and the prospects of further collaborative efforts with the Chiefs.

BOB LEESTMA: Thank you, Craig, for that fine introduction.

I would like to do three things this morning, if I can somehow squeeze them all in and still have them make sense in the time we have available. Let me apologize in advance for probably trying to cover too much ground too quickly and leaving less time for questions and dialogue than we all would like.

The major item to share with you is a major study we conceived and funded on the status of international knowledge and attitudes in the schools. This study has been all too long in gestation, but at last is becoming available. Its findings are significant and its data are still sufficiently current that I think they are going to cause some chills to run up and down your spine, as they do mine.

Secondly, I would like to lay before the Chief State School Officers, and to some extent before other members of the audience that represent related educational constituencies, both the challenge and some opportunities to do follow-up work related to this major study, if you think the study is as important as I think you will.

And thirdly, I would like to say a bit about international human rights, in part because of its intrinsic importance and in part because the subject will figure later in these remarks when we look at possible next steps. You all know from the newspapers and television what an increasingly important part of American foreign policy human rights is becoming under this Administration.

I will begin with a brief comment on one aspect of international human rights. I think most of the Chiefs have seen the booklet published last fall, in October, by the U.S. National Commission for UNESCO, called International Human Rights and International Education. This is an excellent primer on the subject for educators. It really is a triple primer -- on the concept, history, documents, and international and regional systems for international human rights; on the role of international human rights in education; and also on teaching international understanding including human rights. I will return to the subject of human rights again toward the end of my presentation when we consider possibilities for further action, but since time probably will be evaporating rapidly at that stage, I just want to be sure that you know about this very useful new book now available that provides an excellent point of departure for educational initiatives of your own concerning international human rights.

Let me move now to the main subject of this session, an introduction to and brief summary of some aspects of the study that we conceived and commissioned about four years ago called Other Nations, Other Peoples. The effort was intended to get a national sample of what children knew about other countries and how they felt about other countries -- knowledge and attitudes about the rest of the world. We set out to get a national sample of students at the 4th, 8th, and 12th grade levels, the idea being to get some fix around the midpoint of the elementary school years, in the junior high, and in the last years of secondary education - essentially the period of formal compulsory schooling plus a year or two, the entire pre-collegiate period.

We believed this an important thing to do for some very fundamental reasons, beginning with the fact that whereas many people, and certainly virtually everybody in this room, believe very strongly in the importance of international understanding, even the most involved and committed of us work far more in the dark about what the actual status of international understanding and beliefs among students is than we customarily realize. The amount of reliable data on what students know and feel about the rest of the world remains all too scarce. What we were trying to do with this study was to lay down a data base that would tell us at a given time in the nation's educational history what knowledge and attitudes children had about the rest of the world, what pictures they carried in their heads, what feelings they had.

Originally the idea was also to gather data on the teachers of these children. We do have some data about teachers, but not nearly enough. Time and money began to run out on us and hard choices had to be made. We ended up putting the emphasis on the student side with the funds that were available.

The study was conducted for us by the Educational Testing Service of Princeton, New Jersey. The Office of Education will be publishing a summary of the findings of the study and the questions and procedures used. In view of our time limitations this morning, I won't go into much detail here on the technical aspects of the undertaking. I had hoped to have copies of the study here for this meeting so that you

could all take one back with you and do with it what you would. That didn't prove to be possible, so I will run through some of the sections orally to give you a feel for the study and hopefully to stimulate you to read thoroughly the entire report as soon as we can get a copy into your hands.

In view of time limitations again, I am not going to belabor the implications of the study. This audience is far too sophisticated for that anyway. My guess is that you will be thinking as I am talking and you will be drawing your own conclusions both about the significance of the study and where you might like to go from here with data like this, either the existing data or related data that you might decide to gather in your own state or school systems.

Let me now very quickly give you a sketch of how the study was put together; then let's move on to the findings and where they might lead us. We are talking here about a representative sample of public schools in the United States, in each of the four geographic regions used by the U.S. Census Bureau -- the Northwest, the North Central, the South, and the West. Fifty counties in 27 states were selected by a stratified random procedure, using geographic region, rural vs. urban classifications, median income level, and so forth. Two schools with 4th grades, two schools with 8th grades, and two schools with 12th grades were selected within each of the 50 counties (except Los Angeles County, in which the selection was made for both districts in the County). Thus there were 102 schools for each grade level. These included small schools, large schools, and schools with different ethnic compositions. (I should note parenthetically that the Chief State School Officers in each of the participating states were kept informed of this undertaking as the study developed as were the school superintendents of the school districts which were participating in this study.) Data were gathered on four teachers in each school for a total of 408 teachers at each grade level. At the 8th and 12th grade level, preference was given to teachers from social studies, foreign language, or related fields in that order of preference.

As to currency of data: the data were collected in the fall of 1974, so they are approximately 2½ years old. As you listen to the findings you probably will conclude that we would not find significant differences today, although perhaps we might in one or two areas.

Four student survey instruments were developed for each grade level, a background and interests questionnaire, a knowledge test, and separate measures of attitudes toward and perceptions of other nations and peoples. By and large in this quick oral summary this morning, we are not going to be dealing with very much of the attitudes and perceptions portions of the study for the simple reason that they are quite complicated and take longer to explain. They just don't lend themselves to parsing in quick discussions. You have to know something about the instruments used to gather those data. The approach did include a semantic differential test as well as another approach. The data are very interesting, but they are also somewhat more ambiguous as that sort of evidence tends to be. My preliminary view is that these sections are very fruitful for hypotheses and suggestions for further research, but in our time this morning we will be focusing primarily on the knowledge portion of the study.

It is very important to note at the outset that the emphasis in the knowledge tests was not supposed to be on material covered in school texts nor on the past history of nations included, but rather was fundamentally chosen to test students' knowledge of basic information believed to be needed by students today, a rudimentary knowledge of current events. That's the kind of information that presumably would be coming through a variety of channels in addition to any study of current events that might be going on in schools - for example, through television, through reading, through discussions, from magazines. The study aimed to find out what students knew about important happenings in the world that they would probably need to know to function effectively as citizens, not only in the modern world in general, but in our particular national setting in the world at this time.

One of the first questions that had to be resolved was what countries to include. Remember there were funding limitations, you couldn't deal with every country or everything. In the final analysis, we ended up with a list of six countries -- Mexico, the Soviet Union, China, France, Egypt, and the United States -- in the knowledge tests. (Additional countries were included in the measures of interests, attitudes, and perceptions.) You can see some of the factors that went into the

selection of the six countries, namely that they were major countries, that they were highly visible in mass media, and that, hopefully, they had some historical significance for the students -- at least as adults we would hope they would. The United States was included to be sure that we had a comparative dimension. It is particularly interesting to compare the students' knowledge of their own country with their knowledge about other countries.

The items for each country and region were about evenly apportioned among geographic questions, cultural questions, political questions, and economic questions. I will give you a few illustrations. Some of them you are going to find more than sobering, and I don't have answers to why they came out the way they did. It seems to me that matter is part of your take-home responsibility following the conference, to sit and ponder how some of these things could be and what might be done to ensure that the level of knowledge about other lands and peoples improves as a result of conscious effort in the schools.

One final word before we look at some of the findings. The study isn't perfect and will be subject to the usual kinds of criticism from various quarters. However, I am satisfied that taken as a whole the study is a solid piece of research that is about as good as these things get under the constraints that existed.

Now let's turn to some examples of the kinds of information you can find in this study. What countries are most commonly studied by students in American schools? Let's take the data for the 8th and 12th grades, ranking them from 1st to 4th: In both grades, the U.S.S.R. is the foreign country most frequently studied, followed by England, France, and the People's Republic of China. This list of four includes two major countries that have long-standing historic associations with the United States and the two major communist countries. Now that's not bad as a point of departure, although there clearly are some crucial countries missing in the context of contemporary reality.

In another important section, one that dealt with the non-school variables, the students were asked what influenced their thinking about other nations; from what sources of information outside of school did they acquire knowledge about other countries? It probably wouldn't surprise you to find that in all three grades (4, 8, and 12) television and reading were clearly dominant, with television always in first place and reading always in second place. The percentages varied by different grade levels, television being most frequently cited at the 4th grade level. Seventy-five percent of the students at the 4th grade level, for example, said that they acquired more of their information outside the school from television than from any other single source. There are a number of implications in these findings, including some special ones for states or school systems that have educational television facilities or access to television in the schools as well as for a number of other constituencies that are concerned about educational matters.

There is a very interesting section dealing with preferences of the students about the countries they would like to study or visit if they had a free choice. There are clearly some interesting differences between grades 4, 8, and 12 on the rank order of countries listed for study as well as for visiting. For example, compare the change between the 4th grade and the 8th grade. In the 4th grade, the children's preference for study of another country is first, Mexico; second, Japan; and third, Spain. In the 12th grade, the first preference for study is the U.S.S.R.; second, Canada; and third, England.

When you look at the visit column -- in grade 4 the country they would most like to visit is the same one that they would most like to study, which is Mexico. Second choice to visit is Canada, and four countries were tied for third -- England, France, Spain, and Japan. In the 12th grade, the country they would most like to visit is England; second, Canada; and third, France. The non-Western nation that tends to be cited most frequently at all grade levels is Japan. There clearly is a reservoir of interest in Japan that can be capitalized on, and that's what the CULCON education project is doing in part, as well as generating new interest about Japan.

There is a series of questions dealing with geographic location which produced some interesting findings. Here, in a sense, one can make of the data what one wishes, although I think a reasonable cut at it would leave you more unhappy than happy. As you know, it is always possible to phrase trick questions, to lay out a set of alternatives on a multiple choice question so that you can get absurd answers. That clearly was neither the object nor the approach here or anywhere else in the study. The aim was to put forward in good testing fashion plausible alternatives, rule out

chance to the largest extent possible, hopefully discover what it is the student actually knows or doesn't know.

Let's look at some of the findings, beginning with the 8th grade. The point is not to pick out juicy little misconceptions that make good newspaper copy, but simply to share with you as senior educational administrators, as people concerned with educational policy, with what children ought to be learning and how well they are learning it -- to share some facts of life about the present level of students' knowledge about geography. Consider the following findings: in the 8th grade, 80 percent of the students knew where the United States and Mexico were. Now, 80 percent is not bad for Mexico; it's a little low, I would say, for the United States in the 8th grade. The U.S.S.R. rose from the bottom rank of the countries in the 4th grade, up to third place (72 percent) in the 8th grade.

I believe an important positive conclusion one can draw from the last example is that schools can make a difference. The theme I would like to leave with you on a number of points, or would if we had more time, is that whereas many of the findings are going to be hard to take, the longer you look at the data and think about them, the more I think you can feel good about the fact that where schools make an effort to teach certain things, they can do it. You know that, and you will find support for that again in this study. But you will also find support for the fact that a substantial proportion of the schools are not trying very hard or are not focusing at all on some of the things that matter in international and contemporary citizenship terms.

In the 8th grade -- the U.S. and Mexico both in the 80's, U.S.S.R. up to 72 percent. Almost as many students knew where the U.S.S.R. is on a world map, and a few more knew where Mexico is, as where the United States is located. (Mexico - 84%, USA - 82%) There were greater differences in the 8th grade among China, France, and Egypt. More knew where China was (66 percent) than France (59 percent) or than Egypt (47 percent). Now watch this one about Egypt. The fact that fewer than half of the 8th grade could correctly locate Egypt has special significance given the prominent news coverage of Egypt before and at the time of administering the test, and the fact that Egypt is the best known of the African countries (which was why ETS decided to include Egypt as one of their six countries). Perhaps the magnificent exhibition currently on tour in the U.S. of the "Treasures of King Tutankhamen" might improve that percentage somewhat if we were to redo the study now because of the widespread public attention it's receiving; but on the other hand, maybe not -- given the more extensive television coverage about Egypt that went on before and during the study being reported here.

When we examine the 12th grade data, bear in mind we are dealing with the cumulative effects of 12 years of formal schooling plus any related gains from out-of-school sources. Remember also that we are not talking about kids who dropped out; we are talking about those sitting in the classrooms at the 12th grade level and about to graduate from high school. The 12th grade data show the U.S., Mexico, and the U.S.S.R. in a near 3-way tie in the high 80's. Now that's not bad for the U.S.S.R. and Mexico. However, it shows very little significant improvement in the students' knowledge of the location of their own country over that reflected in the 8th grade. The U.S. remains in a virtual 3-way tie with the U.S.S.R. and Mexico (USA - 88%, Mexico - 89%, USSR 86%). The number of high school seniors who can locate their own country accurately on a world map is not even 90 percent. Seventy-nine percent of the students can accurately locate both China and France, but Egypt is only up to 59 percent -- and that was after the 1973 war.

The findings regarding the students' knowledge of Egypt are particularly disturbing. Here was the ETS statement on Egypt: "The fact that even among seniors, 41 percent could not locate Egypt correctly is particularly surprising, given the news coverage of Egyptian and other Middle East affairs, following the 'Yom Kippur War' of October 1973 (coverage extending through Egyptian-Israel disengagement in May 1974, and President Nixon's visit to Egypt in June 1974)." Remember, the data were gathered in the fall of 1974. Further, "one-fifth of the 8th graders and one-sixth of the seniors placed Egypt in India -- some 4-5,000 miles to the east and on a different continent."

Let's look at some misperceptions about the location of some other major nations. Despite the fact that Sweden is located far to the north of France and is separated from Central Europe by the Baltic and North Seas, Sweden was chosen by nearly one-fourth of the 8th graders and one-seventh of the seniors as the location of France. One-tenth of the high school seniors located the U.S.S.R. in China. The location

of China in India by one-third of the 4th graders and by one-tenth of both 8th and 12th graders ought to be looked at in the context of two nations that "face onto different oceans, differ considerably in size and contour, and... have been relatively prominent in news coverage".

One could go on with such examples, but you can see already that there are some serious problems to tackle in geography. I don't want to editorialize further. Every concerned educator needs to ponder such findings for himself or herself.

Another significant section of the study contains questions that deal with the political history of the six major countries. Here are a few of the more striking things that are found in this section. What are you going to make of the fact that a total of 63 percent of 8th grade students and 42 percent of the 12th graders saw either West Germany or the United States as having the same political party in power since 1939? What is being taught or not being taught? Here again, you will want to look at the study proper. The exact wording in the ETS report on this, the narrative comment on that finding, is that "A pronounced lack of awareness of political history must underlie the fact that 63 percent of 8th-grade and 42 percent of 12th-grade selections of either West Germany or the United States as having the same political party in power since 1939." There are a number of other similarly disturbing findings that unfortunately we will have to skip over this morning in the interest of time.

There are some very interesting results in the study with respect to the age at which children begin to become less ethnocentric. I wish we had more time to go through the illustrations in some detail, but to take them without explanations is likely to be misleading. The basic point is that at the 4th grade level, children tend to have a strongly U.S.-centered view of the world, with the tendency when in doubt to select the U.S. when it's one of the several national alternatives. But by the time you move up the scale, you find that the students seem to be making choices on the basis of knowledge of the areas as well as realizing that the U.S. may not be the automatic correct answer to the question. You can see this with respect to population, for example. There is considerable progress in recognizing China as the most populous nation. At grade 4, the children appear to see the United States as the nation with the largest population. In grade 4, only 9 percent see China as the world's most populous country, but by grade 12, 66 percent do.

Some of you have already seen or heardof a few of the next series of examples which have been widely quoted, but usually not attributed to the OE/ETS Study. They have been quoted because they are, in fact, very powerful illustrations of the extent of our students' illiteracy on international affairs. For example, take the question of Egypt or Israel as Arab nations. At the 8th grade level, a higher percentage of students identified Israel as an Arab country (48 percent) than Egypt (43 percent). At the 12th grade level, there was some improvement, but not much: only 52 percent of the students, barely over half, identified Egypt as an Arab country, while 42 percent still believed Israel was the Arab country among the four choices (Egypt, Mexico, Israel, and India).

The lack of knowledge about Egypt was appalling on a number of counts. To quote the ETS narrative at one point, "Particularly dismaying is the fact that 31% of 8th grade and 23% of 12th grade students indicated that the Nile Delta was constructed (!) to provide increased irrigation."

The findings on the question of who was the president of Egypt are equally disturbing. At the 8th grade level, a higher percentage of students chose Golda Meir (32 percent) than Anwar el-Sadat (27 percent). The picture improved at the 12th grade level, where President Sadat was correctly identified by more students (42 percent) than Mrs. Meir (27 percent), but note that not even half the American high school seniors knew who the president of Egypt was and more than one-quarter thought Mrs. Meir of Israel was.

Egypt was not the only Middle Eastern country that suffered from serious misconceptions. As the ETS narrative put it: "Despite the current importance of crude oil supplies to the U.S.A. and to the world, more than three times as many high school seniors (55 percent) selected Kuwait as relatively "oil poor" as the percentage indicating that Egypt was in that category. Even Iran, larger and more widely known as a major oil-producing nation, slightly outpolled Egypt as having the least amount of crude oil of the nations listed." As the ETS narrative notes, "the Middle East seems to be a relatively unknown, undifferentiated area for most students".

There is also some discouraging data about the students' level of knowledge of modern Europe. In grades 8 and 12, a total of 77 percent and 61 percent of the students respectively selected some non-European countries as Common Market members.

Let's look now at some of the things one might do with the stimulus of a study like this. We had in mind at the outset to try to determine the present status of international knowledge and attitudes of elementary and secondary students and teachers. The data base would help all concerned identify some critical gaps in understanding. The findings would facilitate the determination of priorities and the marshalling of resources to meet the most urgent needs. The study also provides an instrument to capture some degree of public attention. As you can see from the examples this morning, that capability could be turned to positive or negative advantage. Further, the study provides a baseline against which to measure progress in the future.

I'm talking in-house this morning, sharing with you basic information that is crucial to your concerns and your role as Chief State School Officers. We hope, as I said, to have the final report ready soon, and we will make distribution to you first. What will you do with it? Well, I suspect you already have a lot of ideas about what you will do with it. I believe that you will see it as a challenge to better prepare your students to live in the increasingly interdependent world which we now share with the other countries on this planet.

Two kinds of questions that will come to mind, I think, are: first, what is it that our students need to know about the world, about international understanding, and about international cooperation? What is it that the students need to know? And second, what is the school's responsibility and how can that responsibility best be met? These are fundamental questions. You are familiar with them in a variety of instructional areas, particularly in the present climate of accountability. So far as international education is concerned, these questions acquire a new sharpness and a new sense of urgency when you carefully study and reflect on the results of this national sample of the international knowledge and attitudes of American students in the 4th, 8th, and 12th grades.

I would say, and I suspect you would say even quicker than I would, that these questions deserve priority attention on your professional agenda and among your personal concerns, both individually and collectively. We would like very much to be of what assistance we can to you as Chief State School Officers - either as individuals or through your state education departments or through your Council's international committee - to help you address either or both of the two basic kinds of questions just posed: What is it that students ought to know, and what is the responsibility of the schools in helping them to learn those things.

Given this study and the kinds of questions and ideas I think it will stimulate in your mind when you have a chance to critically review the full document, here's what we would propose for those states that are interested. The ETS study represents a national sample for the country as a whole, but the depth of investigation, the number of questions, even the number of topics or areas of concern is really quite modest. We would like very much to talk to you about possible follow-up studies within states and then, in a moment, I'll suggest related possibilities for professional associations.

Let's look first at the state follow-up studies. We would encourage a number of you to undertake a similar study in some depth on a statewide basis within your own state. We would like to explore working with three, four, five, six states, no arbitrary number, hopefully at least one in each major region of the country with the survey design being at least partially the same in each case and cooperatively worked out by the research specialists from the state educational departments concerned. Many of the state education departments clearly have sufficient research capabilities to undertake such a study themselves. In other cases state departments might work collaboratively with institutions of higher learning or other research organizations interested in the subject. If you would like to know more specifically and in greater depth what it is that the children in the schools in your state carry in their heads and feel about the rest of the world -- we offer you an opportunity to help find out. Individual states might also wish to add to such a study questions about their own state -- geography, economics, etc. -- more or less parallel to some of the international questions.

In general, what we envision is the concerned states getting together, with each state designating the equivalent of a principal investigator in government research idiom. We would see joint funding between the Office of Education and those states. We have no strong preference on whether this is done through the Council or by the states in various cooperative groupings. If it should turn out that only one or two states are interested, we are prepared to work with them individually, but basically we would like to see some states working together so that the instrument is standardized, at least to some extent, so there can be some comparability of results. However, you all have experience in this, you know the assets and liabilities in any good-sized, broadly based assessment undertaking.

The ETS national sample was a good beginning, but we would like to move on now to utilize such resources as we may have available on efforts at the state level to make the next data base more directly meaningful and useful to individual states. We propose offering you assistance, but making it very clear that the design, as long as it conforms to good research standards, would be your own so that you can get at the questions of concern to you in your states and in the depth that you would like to probe. Your state studies could serve the same variety of purposes within your states that we intended for our national ETS study.

Your studies could not only lay down a base-line from which to measure future progress, but could also be a device for public interpretation and constituency-building purposes to build support for your international education efforts. We would also propose that any state-level efforts include, in addition to the kinds of questions asked in the ETS study, some questions concerned with the knowledge and attitudes of students in your states about international human rights.

In a second kind of study, a parallel effort, we would propose to offer the same kind of cooperative assistance to organizations like the National Association of Secondary School Principals (an example I use with the permission of Owen Kiernan, who is here) to do a similar study on the knowledge and attitudes of their members. Even as there is a concern and a need to know more about the knowledge and attitudes of students, so is there a parallel need to find out more about the international knowledge and attitudes of school superintendents, school principals, and other key educational leadership groups. To the extent professional associations are interested in this challenge, we stand ready to be of assistance however we can. We would also hope that in your state level studies you will get at the teacher question more than we were able to do in this national survey.

If we are successful over the next five years in helping launch appropriate in-depth state studies of the students and their teachers, and also of key leadership groups like principals and superintendents, all of us concerned should have a much better knowledge base to work from in planning future activities in international studies than any of us has had up to this point.

Thirdly, let me share with you an announcement that we first made last week in Utah. At the same time I'd like to commend Walt Talbot and Avard Rigby and their colleagues out there for being the first state education department to my knowledge to give the subject of international human rights genuine prominence at the state level. International human rights was one of the themes of the statewide education conference in Utah a week ago. What we would like to do, appropriations permitting, is to mount a national study, comparable to the ETS study I summarized earlier, on international human rights specifically. What is it that American students at the 4th, 8th, and 12th grade levels know about international human rights and what attitudes do they have toward the subject? Now this one should be especially significant because it will be following and helping undergird the initiatives of President Carter in this very important area, and it will be very interesting to review the findings in light of the considerable attention the mass media have given the subject. The study would serve the same sorts of purposes we've discussed earlier. It would lay down a baseline on where we are now, give us a reference point from which to measure progress some time in the future, help pinpoint the priorities in areas needing concern, and also help focus public attention on a very critical subject.

With that, Craig, I actually may have finished a few minutes early rather than have run overtime. I am prepared to rest the case at this point and simply say in summary -- we would like very much to help you capitalize on your international interests and commitments, not only to move ahead with regard to priority training, materials

development, and dissemination needs, which we have been doing for several years now to the extent resources or legislation permit through one or another program of the Office of Education, but also to help you put in place the kind of valid and reliable data base for planning and evaluation that none of us have had in times past. To date, we have all been working to no small extent on common sense and on a lot of enthusiasm -- on our general belief in the intrinsic merit of the cause. We have not had, however, as good a factual foundation for targeting our efforts nor for future planning as we should have as professional educators.

Within the various constraints that affect the OE international programs, we have been trying to develop an appropriate data base in a variety of ways. A number of these efforts have begun to bear fruit and I believe we are increasingly in a position to help the states take the kind of leadership in international and global education that I believe many of them - you - would like to. We're hopeful that some other Federal agencies, at least two of which are represented in the room this morning, will share not only technical assistance, but, hopefully, financial assistance to a state-based national effort, but it would be unfair to commit them or in any way pressure them from this podium at this moment. The missions of several Federal departments and agencies bear on one or another aspect of national educational needs for international understanding, and I am optimistic that even more productive cooperation across bureaucratic boundary lines can be developed.

We are open, Craig, as always to any ideas or suggestions you and your colleagues may have. I would suggest as a specific next step that if any state commissioners are interested in working on the kind of state-level study that I suggested earlier, they drop me a note or give me a call and let me know their thoughts on it. If we receive enough responses, then we will get together a special meeting and invite our colleagues from other agencies to sit down with us, look at the possibilities together, and see where we can go from here. Thank you very much for the opportunity to share ideas and information with you this morning.

CRAIG PHILLIPS: I don't know of anyone who is really more appropriate to wrap up this Conference than the person I will introduce very briefly. I have observed him in a number of places and have always found him to be a very stimulating individual. John Richardson was a paratrooper, lawyer, investment banker and President and Chief Executive Officer of Radio Free Europe before serving as Assistant Secretary of State for Educational and Cultural Affairs from 1969 until this year. He has also been a civil rights activist at home. While in the State Department, he was trustee of the Kennedy Center for the Performing Arts, Director of the Inter-America Foundation and a member of the Board of Governors of the East-West Center in Hawaii and a member of the Japan-U.S. Friendship Commission. John Richardson is now Professor for International Social Policy at Georgetown University, President of Freedom House and a member of the Board of Global Perspectives in Education.

JOHN RICHARDSON: I am going to talk for less than twenty minutes, very impressionistically about my very subjective view of the nature of American influence in the world. I don't have data. I don't have much to go on, but I have prejudices and putting a high sounding name to it--convictions--based on my personal experiences. The subject of American influence in the world has always intrigued Americans. I remember the first time I visited eastern Europe in 1959 working on a medical aid project in Poland, and I was astonished to find that surely America was not only the best known country in Poland other than Poland itself, but it was so widely and so extraordinarily well regarded that no other nation could possibly touch the esteem in which the U.S. was held in Poland. I was surprised. I presumed that after a country has lived under a totalitarian system with the total control of information as Poland had since 1948, that that would not be the case. But it was the case in 1957. That was my impression. My guesstimate is that it would be the case today that America still would be looked to as the outstanding, most admired foreign country in Poland.

A completely different kind of example--I spent ten days or two weeks in Nigeria three years ago traveling around the country, visiting universities and becoming acquainted with their educational problems. But more, I was trying to get a sense of what the relationship at a human level was with the U.S. and how we might relate more usefully to Nigeria in the areas of concern that involved me. I was struck by the degree to which apparently almost everyone of consequence in Nigeria was utilizing American based media for their information about the world. I took the trouble to ask everyone I sat next to at dinners, etc., as well as professors, and newspaper editors the same question, "What do you think the principal outside sources of information are about the world in Nigeria and what are your own outside sources of information? The answer was TIME and NEWSWEEK. Secondarily was BBC and Voice of America.

When you get acquainted in Indonesia with the government officials concerned with International Affairs and with education and cultural matters, you run into a phrase that is so well known, the Berkeley Mafia. These are the people who have been remaking the Indonesian educational system, the university system, planning system, the economic system, and they are known as the Berkeley Mafia because the core of them came from that American university and many other American universities.

The final example--when Venezuela became a successful member of a cartel that raised the price of oil, they suddenly established a priority for education. They came to some very rapid conclusions about how to get education fast for a large number of people. The conclusion was that you couldn't establish the institutions fast enough in that country so you had to send students abroad. So overnight, they developed a program to send kids right out of high school from all over Venezuela to other parts of the world. It was democratically organized in several respects and in one particularly--that the young people were allowed to choose where they wanted to go abroad to study. The numbers were overwhelmingly in favor of studying in the United States. Venezuela is a country where there is a great deal of leftist agitation. There is a great deal of anti-American feeling and it's real. But where did the kids want to go and study? The United States.

What I am saying is that contrary to the doomsayers that we always have with us, the U.S. continues to be not only the most powerful, but the most influential country in the world. Our educational system is the most attractive and the most copied. Our scientists are the most honored; our achievements in the arts, drama, dance, the novel and painting are probably the most admired, and our popular culture from our country music to our style of dress to our life style in many ways are the most imitated. Our agriculture is the most productive, our banking system is the wealthiest, our natural resources are certainly among the most plentiful, our military still the most powerful, our standard of living is among the highest and our freedom is the most unrestrained.

I might add that looking at TV this morning watching my former boss, Kissinger, honored again, I was reminded that our Secretary of State is also the most traveled. I was amused because in the time I worked for Kissinger, I rarely saw him except on the tube. When he was in this country, he tended to fly low over Washington. We're now colleagues at Georgetown University. I come down here and turn on the TV and there he is with a big sign behind him, "Georgetown University." The one time he's in town, I'm out of town. Not only are our freedoms the most unconstrained, our constitutional system is the most venerable. The Soviet Union has pretty well abandoned the contest as to who is going to impress the world most in space. No other country ever collected all the Nobel Prizes in one year as did citizens of the U.S. in the past year.

We must consider how well we do in utilizing this enormous influence in support of our national purposes. It is enormously important how well we do in using this influence to manage the arms race, to get some kind of handle on the profliferation of the weapons system, to reduce the violent conflict among nation-states which increasingly become likely to draw in the super powers and endanger life on earth. We need to be thoughtful about how we utilize our influence to increase cooperation at all levels among the actors on the world stage who are responsible for whether we can get into the next century past the dangers that confront us. We need to be concerned about how we use our influence to encourage evolutionary change toward more human freedoms, human rights and democracy. In other words, we ought to be concerned about how to use this enormous influence to achieve a less violence-prone, more open, more cooperative and above all, less dangerous world order.

Too often we find ourselves misunderstood, mistrusted, disliked and disappointed in our expectations that others will see the problems the way we do, that others will cooperate with us in combating what we see as common problems and common perils. We are often disappointed in our expectations that others will agree with our point of view. We constantly are aware that other countries don't see it our way concerning such matters as fairness in world energy planning, equitable arrangements for all of us in the uses of the seas, safeguards of the misuse of plutonium for weapons, pricing of commodities like coffee, standards for environmental protection against poisons, etc. Indeed, we were most recently a little surprised by the degree to which our Soviet bargaining partners have taken a different view than we have about fairness in the matter of the SALT negotiations. It's too easy to ascribe our difficulties to the ignorance of others, to Communist conspiracies, to materialistic jealousies and the benightedness of foreigners in general. Nor does it help much to go in for the kind of breast beating, sack cloth and ashes self put-downs which is such an unattractive feature of American self criticism. You know that line that goes--we are the most violent, most crime ridden of all societies.

We must, however, face up to our reputation abroad among too many people for being not only rich but materialistic. Our reputation among too many people is that while well educated, we are ignorant about the rest of the world and you've heard Bob Leestma on that subject this morning. We have a reputation for naivete in world affairs which even survived the un-naive Mr. Kissinger's tenure. We also have a reputation for producing a greater volume of less sensitive, more obnoxious tourists than any other country with the possible exception of Japan and Germany. Likewise we are known for skullduggery through the CIA, etc. It doesn't matter that the Soviet Union puts far more effort than we do into secret intelligence operations. We are the ones with the black eye through the CIA. We have a reputation for corporate bribery even though American business is probably on the average more honest, less given to giving bribes than the major competing businesses that are centered in West Europe, Japan and elsewhere. That doesn't matter, we are the ones with the reputation. We are known for social injustice at home although in most of the world income disparities are greater and social injustices on any objective scale are worse.

In addition to these matters of reputation that we have to contend with, there is the fact of the dependence of other peoples in the world on us. This is the reverse of what Americans now talk about when we talk about interdependence. It is the other side of the coin. In planetary terms, the big story is not how dependent we are on them. It is the reality of how dependent others are on us. More people, institutions, societies and governments are dependent on the U.S., on our markets, our information systems, on our technology, our investments, on our security shield than on any other country. This is a great burden for us to carry. No one likes to be dependent. We got all hot and bothered and are still bothered because we may be something like half dependent on other countries for one major energy source, oil. This fact of a much greater dependence of most of the rest of the world on the U.S. is a fact that we can't change. But

we could do much more than we do to behave as though we understood that fact--as though we understood the dependency of others on us and the resentments that follow from it.

With mature nations, like mature people, when you are having trouble getting along with others, the first thing to look at is your own behavior and the reasons for it. This is especially so when you are the most powerful, most influential and the most communicative nation. The tenor, climate, the psychological framework for our particular bilateral and multilaterial relations in the world are much more likely to be determined by what we Americans do as compared to what anyone else does because we provide much more input into any relationship we have than does any other nation. A careful and systematic count would show an overwhelming preponderance of American influence in the relationship with Nigeria or with South Africa, Peru, Brazil, Japan, West Germany and Russia. We see, relatively, a miniscule amount of foreign TV on our sets, of foreign films in our theatres or foreign origin news in our newspapers or foreign published books on our shelves or foreign tourists in our communities in comparison with almost any other country in the world, except the totally closed societies.

Our government already has to cope with real conflicts of interest, with rational mutual fears and with undeniable ideological power and other competition in the world. The answer to the compounding of these inescapable problems by unnecessary mistrust, misunderstanding and hostilities is what this conference is all about--EDUCATION. We can't avoid having to star on a messy world stage where in addition to terrorists and multi-national corporations and multiplying international and trans-national organizations of all kinds, we have to cope with 150 individual security, power and glory seeking nation-states. Most of them are run by dictators with bad cases of insecurity. But we can and must for the sake of human survival and progress put a higher priority than we have on managing our own behavior better. We could argue all day about how we got here, and why we have not yet learned how to make more fruitful use of our enormous world influence.

Why is it that American businessmen, scientists, educators, trade union officials, civic leaders are not more effective communicators of the American dream when so much of the world still seems to share that dream? I happen to think our limitations stem mainly from our history, our great size and our geographic insularity. They combine to make us a nation peculiarly parochial in our attitudes, perspectives and our predispositions. But the question is not whose analysis of the origins of our inadequacies as a super power is right. The question is what effectively can be done to improve the quality of our performance as a nation, at all levels of our interactions with other nations from President to tourist, from Secretary of State to Olympic champion, from senator to businessman, from Cabinet member to scientist, from the White House to the local Rotary and the American tourist. The Chief State School Officers cannot, of course, provide all the leadership needed to broaden our horizons, to deepen our awareness, to enhance our competencies. There are many others in the media, the legislature, in Washington, in the voluntary agencies, universities and the houses of worship who must play major roles. But there is no other group in the country which can do so much, over time, in my opinion, about the peace of the world. I thank you for what you have already undertaken in this regard as well as for listening to me.

CRIAG PHILLIPS: Thank you, John.

CRAIG PHILLIPS: We have about fifteen minutes and maybe you have something that you would like to share. Bob, I am going to ask you to come back up. The floor is open for questions.

QUESTION FROM THE FLOOR: Why does the U.S. have so much trouble with our image in the world?

JOHN RICHARDSON: My own reaction is an entirely positive one. I think that one of the apparent evident difficulties of the U.S. Government's functioning in the world, and it's been most obvious to me, has been in the difficulty of managing super power affairs in a democracy where there were substantial oppositions practiced, which frequently undid what the leadership was trying to accomplish. In those circumstances, I think it is more important from a President's point of view than involving in a constructive way the public in what it is doing in World Affairs. I would presume that this is a substantial part of the motivation of the President in emphasizing openness in diplomacy. I presume that the President is endeavoring to enlarge the constituency of active supporters of the Administration's position in foreign Affairs. I think we have to do that. In addition to my other job, I was Acting Assistant Secretary in Public Affairs in the State Department for two years and in that capacity I became painfully aware of the constraints that officials labor under because of the constant question of whether Congress will stand for what they are doing. My answer is that in this country you will have to do something like that as President in order to function effectively on the world stage. Now point two is obviously the way it may or may not complicate your problem. I think the new Administration is starting off in the right direction but I also think that with experience, it will be able to handle these new thrusts with less crockery breaking around the world. Public opinion is often manipulated by leadership in any situation. There is a fine line between developing constituency for what you want to do in your state and another way to say it is manipulating public opinion to get what you want. It depends on how you see it and administrators, executives and foreign policy makers tend to see their policies as what needs to be supported. I would be the last one to suggest that either the media or the opposition ought to feel any constraint about criticizing whatever it is that an administration is doing. That's a crucial part of the process of resolution of a policy in our country. I still come down on the side of those like the President who would argue that it is very important to try to involve the school teacher in something like that even if later on they look back and wonder if they were manipulated.

QUESTION FROM THE FLOOR: Why do we spend so much money on intelligence gathering agencies?

JOHN RICHARDSON: I don't think it would be in the interest of our security or the interest of world peace for the U.S. to deprive itself of the ability to gain intelligence covertly about the management of the resources and purposes and the strategies of the Soviet Union. I do not think it would be useful to world peace for us to reduce our capabilities to know about the strategic arms systems of Russia and to know as much as we can about the thinking within the upper echelons of the Soviet hierarchy. I don't think it would be useful to peace in South Africa or useful to the cause of racial justice in South Africa for us not to make every effort to know about the intricacies of the political and ideological conflicts that are going on and some of that knowledge can only be gained in covert intelligence operations. So, my answer is very clear. I think as one of the world's great powers we cannot afford not to have covert intelligence.

QUESTION FROM THE FLOOR: What difficulty do you see in reconciling the current administration in regard to human rights throughout the world and respect for the right of a nation or another country to conduct its own internal affairs?

JOHN RICHARDSON: I would make two comments. One is that most all the governments of the countries of the world have subscribed to basic international commitments to maintain minimum levels of respect for individual human beings. Everybody is committed not to torture people, for example. Now it is true that those are not enforceable in an international court of government. These are simply agreements between nations, but there are well recognized minimum standards to those agreements. That's the legal and political basis in effect in world affairs for the President to take the kind of positions he has been taking. There is something also to be said though. Our view of human rights is not the same as everyone else's. And to the extent we come across to the rest

of the world as expounding our view of human rights in a situation where other people see it differently, we will not really help the cause. So there again, I am very much enthused about the President moving from the traditional American position of expressing our feeling to the world. I see no difficulty with that except that as he goes along he and his colleagues should become a little more careful about the way these statements are made, to whom they are addressed and about the qualifications that are placed on them which ought to be repeated every sentence--that we are aware that human rights mean one thing one place and one thing another place, even though there are international conventions. We are aware that in our own country the ideas of what human rights people are entitled to have changed drastically. Those kinds of qualifiers would be helpful. One more point. I would say less talk and more action, as in most other things would probably help us make this new thrust more effective in the world. We could do more through the kind of international exchange of students and teachers to convey in a non-abrasive way what we stand for than we can by making speeches.

QUESTION FROM THE FLOOR: Has the interest of the State Department in building bridges to groups outside that foreign affairs field been diminishing?

JOHN RICHARDSON: Well, it is difficult to answer because I don't know what my successors will be thinking about this. I can really only say that it is my impression that within the elements of the foreign affairs community that I was in touch with the last seven years, that the interest on their side in building such bridges and in providing such linkages in generating resources, was greater than it was, not less. Now the result may not be apparent and the effects may not be obvious but it depends on where you start. If you start at the peak when the International Education Act was being put forward for the Johnson Administration and in that time there was a surge of interest in this subject, then I think it trailed off in both appropriations and interest at the upper levels. My impression has been that it has been rising and I think not in just the part of the government that I was directly concerned with, Education and Cultural Affairs, but I think, for example, in the Public Affairs end of the State Department which I have followed. They have been steadily strengthening their outreach. It may not be apparent, but that is my impression. It's a much more sophisticated and more effective outreach operation than it used to be in that they've been quite experimental and creative in trying to reach more groups.

QUESTION FROM THE FLOOR: What services does the State Department provide for foreigners and for the schools?

JOHN RICHARDSON: What the State Department does is to provide an opportunity for educational leaders to come in for a period of a couple of days and receive briefings from key people throughout the Department of State. Gil Anderson was here the other day and gave a summary of the kinds of things that are available without charge to educators who want to get on the mailing list. It is astonishing what a school can receive on a regular basis. Quite a flow of information is available to know precisely what the government's policy is and why.

CRAIG PHILLIPS: There is now time for the wrap up. A quick word of appreciation to Bob and John for sharing their wisdom, experience and time. John, a sepcial word of thanks and a kind of fearful one at that tremendous load you put on the shoulders of the Chief State School Officers right at the end of your comments. John Porter was supposed to have wrapped up this conference, but he had to return home. I will take a whack at a brief wrap up. We end this conference somewhat as we began with Fred Burke's challenge to consider that the ultimate purpose of education is to grant dignity to the individual. The next step was to discuss the how, which has occupied most of our time for the past few days. But we must constantly bring the "hows" back to the "whys"--the crucial need for all to have dignity. The ideal result of this conference would be for all of us to work together to make it possible for every child, teacher and principal, everyone involved in our schools to personally touch and be touched by others who may differ from us culturally but who have the same wants, feelings, and hopes and with whom we share this spaceship earth. Josey has brought that touch to us here. So did the kids that were with us last night. Many of us, because we have been touched, want to know how to help others have this sharing. But such a goal unfortunately is impossible. What we must do is to make it possible for all of us to want to be touched. As we have been told here, an understanding of other cultures and values and appreciation of our dependence on one another will strengthen our own self concepts, our own values and help us consider each other with more humaneness and dignity. This goal requires a lot of work and we must begin immediately. First, let's be sure we go to the top. As the organization representing the gatekeepers, the Chiefs should prepare a statement on the national imperative of global education. We should have something that is sharp, concise and based upon our longstanding policy statements and seek President Carter's help in carrying it out. There has not been such a potential for leadership from a President in this area in a long time. Again, as a national organization, we should develop strategy to achieve this goal on the federal level. This means lobbying for funding of programs already on the books and Rose has some materials for us. We must seek to expand other opportunities to help global education and consider it as an issue for our concern. Perhaps this is too bold for some, but it must be said. We must support efforts to encourage Congress and the Administration to protect human rights throughout the world. If we are educational leaders, then we should use that leadership to bring influence on those things that affect education. We must use our resources for the commitment to human dignity everywhere. On another level, our organization should offer and provide the means to mobilize all the efforts we have learned about at this conference and the many more that are not represented here. We have rich resources and incredibly competent and committed people. I think the real excitement of this conference is the impact of so many bright people of all sorts and I hope those of you who come from the outside have some better impressions of my colleagues, for whom I have great consideration. We do have those resources (committed people) whose life work is to make global education a real living experience for students. We need to pull together all these people. We need to let all people involved in education know what resources are available. Next, as individual Chiefs, we should gather together our own personnel and resources within our own state departments and design strategies to make global studies relevant to every student. We should impact on teacher inservice training. We should become a clearing house linking national resources with local needs. We should review our curriculum and curriculum sources. We should look at the opportunity we have to enrich learning through music, art, literature and dance. Global education is an opportunity to teach values but also a great opportunity to experience creativity. As state education leaders, we also must evaluate what we are doing and not doing in global education. We have learned this morning how much we are not doing and several states have been offered an opportunity for some in-depth analysis of where they should go in this field. We must anticipate that global studies won't remain static. We have seen a rapid transition in only a few years from the "we-thou" concept of teaching comparative cultures to the concept of global interdependence. As global situations change, so will our educational needs and programs. Consider for example how we will derive the most benefit from a child in Pinehurst Elementary School being able to converse with a student in Kenya at harvest time or an English school boy at a cricket game all through international satellites. Is this in our students' future and how do we plan for it? The word "plan" is crucial. Let me get down to the nitty gritty for just a moment. I simply speak from the vantage point of having been involved with the original project, its commitments and its goals. A plan was devised as a part of this proposal and I think the one specific challenge that I have been asked to place before you and those who have already left is that each of the Chiefs involved in this conference needs to prepare in whatever form he or she wants a look at what the plans

are for change and improvement in global perspectives in education in the individual states. We need an analysis of where you are, where you want to go, how you want to get there, and what kind of priorities will be placed where by May 1. We would hope you would send that to The Office of Chief State School Officers. Now that's a pretty big order in one way--it's an open order--but that's the only thing we ask of you. We have a full agenda. It's something to go home and think about but not for long. We need to act quickly before the potential to create something significant for this generation and those to follow is lost and before our needs overwhelm our resources. I hope that the people and the ideas at this conference have touched each one of us in many ways. I'd like to express my thanks to a number of you. Bob Weatherford has quietly but effectively worked with this project and is getting it through and on top of that is his heavy load of planning for an African safari and a South American trip, but Bob you deserve a hand from this crowd of people. He's had the support of big Chief Byron Hansford who has made resources of that office available. Byron, for that and for your attendance here for the full conference, I am personally indebted and I know the rest of the Chiefs are grateful also. Our staff has done a tremendous job--Sam Shugart who has been the honcho of all the logistics of this conference; our secretarial gang who has done so much to help make everything work; Tom Davis' outfit who put out the materials for you and everyone--we thank you. There is a conference wrap up report at the door. The only thing it does not include is that magnificent statement of John Richardson's. Rose has put together that which we asked of her. In addition to playing a piano all last night, she played a typewriter also. She has prepared some information on the Citizenship Education materials that we asked for.

BYRON HANSFORD: We want to thank you, Craig, for your hospitality and certainly give you our extreme good wishes. You are the epitome of the South.

CRAIG PHILLIPS: Thank you, Byron. You are very kind and you know we have gained so much more than we have given. We appreciate all of you coming to Pinehurst. We hope one of these days--I don't know if we'll come back to Pinehurst or not--but tied in with this thrust of International Education and Global Perspectives, I think there is a need for the Chiefs to take a look at the arts and their impact on education. I hope that we are going to come to the day when we all will come and talk about where the arts are in this country. Thank you.